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ABSTRACT

The guide is arranged in vertical columns relating American history curriculum concepts to curriculum performance objectives, career concepts and career performance objectives, suggested teaching methods, and resource materials. The curriculum concepts covered in the guide coincide with those in the textbook presently used in teaching high school American history in the District. Space is provided for teachers' additions, deletions, notes, and criticisms, which will be useful when the guide is revised. Occupational information for 59 different occupations includes job duties, educational requirements, salary range, and employment opportunities. Appendixes list suggestions for teaching-learning activities; career development concepts; significant events and people from American history; organizations; periodicals; and selected references for career information, and audio-visual source information. (DS)

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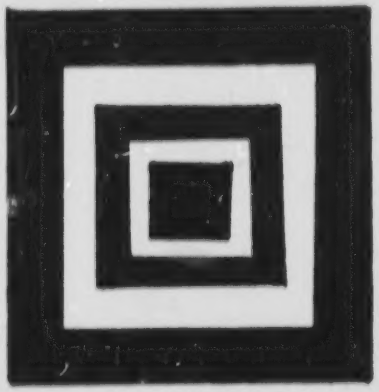

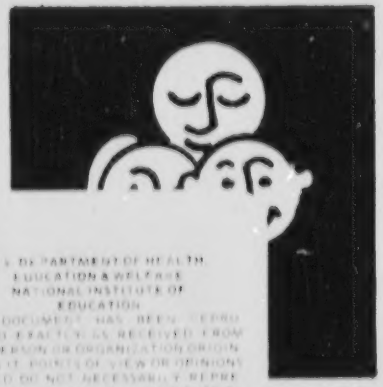

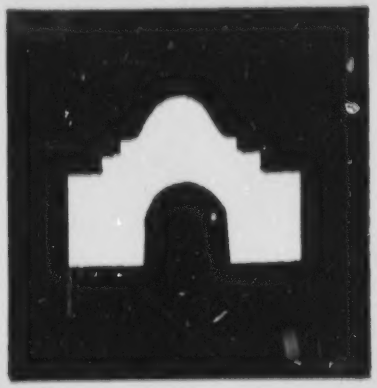

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Career - Curriculum Guide

CAREER EDUCATION CENTER

HARLANDALE INDEPENDENT SCHOOL DISTRICT
3706 ROOSEVELT
SAN ANTONIO, TEXAS 78214

AMERICAN HISTORY
1865 TO PRESENT

OE001 089

CAREER EDUCATION CENTER

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SAN ANTONIO, TEXAS

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AMERICAN HISTORY - (1865 to present)

CURRICULUM GUIDE

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Mr. Hardy D. Cannon - Social Studies Department Chairman

Mrs. Gozelle Loveless - Audio-Visual Coordinator

Mrs. Mikel A. Arnold - Teacher

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Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

PHILOSOPHY

The philosophy of the Harlandale Independent School District is that the student's mental and moral values are of supreme importance.

The philosophy of Career Education is to restore dignity to the word work. Social studies in the Harlandale district is the means by which these two are achieved. The student realizes that service to others, self-respect, and pride in finishing a job is the pathway to happiness.

As the student explores the society of which he is a part, he is led to develop and test orderly explanations of human behavior and his relationships to the physical and cultural environment.

In social studies, the student develops a reverence and appreciation for the heritage left him by the people who made the great American dream possible.

In the social studies, if nowhere else, the consideration of the student's development and mental health, within the purview of the meanings of civilization, is paramount. The student is of supreme moral worth.

Hardy D. Cannon
Social Studies Department Chairman
Harlandale Independent School District

WHAT IS HISTORY?

"History is past politics, and politics present history." --Sir John Robert Seeley

"Man has no nature, what he has is ... history." --Jose Ortega y Gasset

"The worst possible enemy to society is the man who ... is cut loose in his standards of judgment from the past; and universities which train men to use their minds without carefully establishing the connection of their thought with that of the past, are instruments of social destruction." --
Woodrow Wilson

"Fellow-citizens, we cannot escape history." --Abraham Lincoln

"The history of the world is but the biography of great men." --Thomas Carlyle

"No man is fit to be entrusted with the control of the present, who is ignorant of the past, and no People who are indifferent to their past need hope to make their future great."--Anon.

"Human history is in essence a history of ideas." -- H. G. Wells

"History is the memory of things said and done." -- Carl L. Becker

"I shall be content if those shall pronounce my history useful who wish to be given a view of events as they really happened, and as they are very likely to repeat themselves." --Thucydides

"The use of history is to give value to the present hour and its duty." --Ralph Waldo Emerson

"To enable man to understand the society of the past and to increase his mastery over the society of the present is the dual function of history." --Edward H. Carr

"When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." --George Santayana

"We may gather out of history a policy no less wise than eternal; by the comparison and application of other men's forepassed miseries with our own like errors and ill deservings." --Sir Walter Raleigh

"To be ignorant of what happened before you were born is to be ever a child. For what is man's lifetime unless the memory of past events is woven with those of earlier times?" --Cicero

"History by apprising them (men) of the past, will enable them to judge the future ... it will qualify them as judges of the actions and designs of men." --Thomas Jefferson

Dear Teacher,

This guide is intended to be a "tool" for you to use, draw from, and then add to as you wish throughout the year. The column entitled "teacher's comments" is for you to write comments or make additions to the guide. Additional pages may be inserted if necessary. At the end of this school year, this guide will be returned to the Career Education Center. After reading your comments and suggestions for additions, a new guide will be written. We want this guide to be useful to you and will need your suggestions for revision.

During the school year, please contact me at the Career Education Center if I can help you in any way.

Karla Galindo
Social Studies Consultant,
Career Education Center
924-8272 or 922-3841

AMERICAN HISTORY (1865 to present)

The following is a list of the curriculum concepts covered in this guide. The page numbers refer to the present textbook used in high school American history by the Harlandale Independent School District. (Graff, Henry F. and Krout, John A., The Adventure of the American People. Chicago: Rand McNally and Company, 1968.)

1. Reconstruction: Meaning and Problems - PP. 241, 278-281
2. Congressional Reconstruction - pp. 296-298
3. Reconstruction in the South - pp. 292, 300
4. Results of the Civil War and Reconstruction - pp. 302, 308, 292-293
5. Post-Civil War President: U.S. Grant - pp. 300-304
6. Rutherford B. Hayes: A One Term President - pp. 394, 410
7. James A. Garfield: Second Presidential Assassination - pp. 375-376
8. Grover Cleveland: Democratic Revival - pp. 377-378
9. Benjamin Harrison - pp. 382-384
10. The Indian Wars: 1860's and 1880's - P. 342
11. The Growth of the West: 1840-1890 - pp. 200-201, 212
12. The Exodus to the West: Miners - pp. 340-345
13. Cattlemen and Farmers Populate the West - pp. 429-433
14. The Farmer: Problems and Revolt - pp. 443-445
15. Railroads: Aid to the Business Boom - pp. 323-327
16. Black Gold: Oil Industry - pp. 328-334
17. Steel Industry - pp. 329-330
18. The Growth of Business: Combination and Consolidation - pp. 330-331, 336-337
19. Technological Innovations Aid Business - pp. 238, 320, 432-436, 614
20. Organized Labor - pp. 407-413, 442-444
21. Immigration: 1865-1920 - pp. 319-320, 262
22. William McKinley - pp. 498-499, 450, 484
23. Spanish American War - pp. 463, 468-480
24. The Progressive Movement - pp. 503-506
25. Theodore Roosevelt: A Progressive President - pp. 478, 498, 516, 514-516
26. Theodore Roosevelt: Second Administration - pp. 515-518
27. Theodore Roosevelt and Conservation - pp. 517-518

28. William H. Taft - pp. 519-521
29. Woodrow Wilson - pp. 523-528, 539-546, 571-577
30. World War I - pp. 564-567, 574
31. The United States Enters World War I - pp. 577-588
32. An End to Hostilities - pp. 588-594
33. Warren G. Harding - pp. 596-601
34. Calvin Coolidge - pp. 624-625
35. Herbert Hoover - pp. 624-625, 631-638, 641-642
36. Causes of the Great Depression - pp. 631-638, 641-642
37. Franklin D. Roosevelt: First Administration - pp. 639-656
38. Great Depression Programs - pp. 641-644
39. New Deal and Conservation - pp. 640-646, 649-656
40. Franklin D. Roosevelt: Second Administration - pp. 657-659
41. Causes of World War II - pp. 686-694, 696-736
42. The United States and World War II - pp. 696-736
43. Military Aspect of World War II - pp. 712-721, 707-709
44. End of World War II - pp. 718-721, 729-730
45. Results of World War II - pp. 731-736
46. The United Nations - pp. 591-593, 735-736
47. Harry S. Truman - pp. 742-751
48. Cold War - pp. 746-747, 754, 770
49. Berlin: U.S. - Soviet Confrontation - pp. 748-749
50. Korean Conflict - pp. 750-751
51. The Two Eisenhower Administrations - pp. 753-754, 763
52. John F. Kennedy - pp. 755-757
53. The United States and Vietnam - pp. 760-761
54. Lyndon B. Johnson - pp. 756-757, 774-777
55. Richard M. Nixon - pp. 753-754, 768
56. Nuclear Energy - pp. 770-771
57. Soviet Efforts in Space - pp. 772-773
58. United States Efforts in Space - pp. 773-774
59. The American Way of Life - pp. 776-777

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AMERICAN HISTORY - (1865 to present)

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RECONSTRUCTION: MEANING AND PROBLEMS -Physical reconstruction -Social, political, and economic reconstruction -Lincoln's plan -Johnson's plan -Radical reconstruction plan	The student should be able to perform the following activities: 1. In a one page paper, define and explain the term "reconstruction." 2. In a three page paper, explain what is meant by physical, social, political, and economic reconstruction. 3. Briefly describe and compare the three plans for reconstruction. 4. Name at least two supporters of the radical reconstruction plan.	CONCEPT: Many construction jobs became available after the Civil War. This was due to the extensive physical destruction which took place. An important construction worker of today is the construction machinery operator. OBJECTIVE: The student should be able to name at least two special qualities needed by a construction machinery operator.	CONSTRUCTION MACHINERY OPERATORS: 1. Construction machinery operators operate heavy machinery such as power shovels, cranes, bulldozers, hoists, pile drivers, earthmovers, pumps, concrete mixers, paving machines, etc. 2. It is desirable for a construction machinery operator to have a high school education, plus on-the-job training, technical school, or three-year formal apprenticeship. 3. The wages in this field usually range from about $3.25 to $6.90 an hour. 4. Job opportunities for construction machinery operators are expected to increase rapidly through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIAL	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the life of John Wilkes Booth. 2. Have the students make drawings of what they think the South looked like after the Civil War. 3. Have the students research the conditions of the prisoners of war in the Civil War. Compare their treatment with that of the P.O.W.'s in the Vietnam War. 4. In a discussion, have the students speculate as to the type of country the Confederacy would have been had the South won the Civil War. CAREER: 1. Ask a construction machinery operator to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Regien 20: 16mm film - 8070 The Civil War-Postwar Period 2. Harlandale Audio-Visual Center: filmstrip - J-50 Reconstruction Period CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 285 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: International Union of Operating Engineers (AFL-CIO) 1125 Seventeenth Street NW Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONGRESSIONAL RECONSTRUCTION -Civil Right's Act of 1866 -Freedmen's Bureau -14th Amendment -First Reconstruction Act of 1867 -Tenure of Office Act -Impeachment of Johnson	The student should be able to perform the following activities: 1. List at least five of the most important aspects of the Civil Right's Act of 1866. 2. In a one page paper, describe the lasting importance of the 14th Amendment. 3. Name at least five of the seven Republicans who voted for Johnson's acquittal. 4. In a one page paper, discuss the importance of the Freedmen's Bureau.	CONCEPT: The Freedmen's Bureau helped the newly freed Negroes by providing them with food, clothing, schooling, jobs, etc. Some of today's social workers provide some of the same services to those in need. OBJECTIVE: The student should be able to name at least three areas of specialization for social workers.	SOCIAL WORKERS: 1. Social workers attempt to alleviate or eliminate social problems, give advice, arrange for medical or financial assistance, refer clients to counseling services, housing facilities, etc. 2. The minimum educational requirement for social workers is a bachelor's degree. A graduate degree is necessary for certification. 3. The salaries for social workers range from about $6000 to $15,000+ a year. 4. There is a shortage of social workers in the United States. There are about 13,000 openings a year in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. In a class discussion, have the students compare the Civil Rights Act of 1964 to the Civil Rights Act of 1866. 2. Have the students draw a graph of the balances of power among the judicial, executive, and legislative branches of the federal government. Have the students name the checks and balances and discuss how some of them would have been weakened had Andrew Johnson not been acquitted. 3. Have the students stage the impeachment trial of Andrew Johnson in class. 4. Have the students read the chapter concerning the impeachment of Andrew Johnson in John F. Kennedy's book Profiles in Courage. CAREER: 1. Ask a social worker to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8070 The Civil War-Postwar Period 2. Harlandale Audio-Visual Center: filmstrip - J-50 Reconstruction Period CAREER: 1. Harlandale Audio-Visual Center: filmstrip - I-87 Social Service and the Social Worker cassette tape - CasT-43 Social Worker 2. School Counselor or Librarian: SRA Occupational Brief # 80 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RECONSTRUCTION IN THE SOUTH - Black Codes - Share-cropping and tenant farming - Scalawags and carpetbaggers - Southern societies - "Solid South"	The student should be able to perform the following activities: 1. In a two page paper, describe the activities of one of the secret societies. Example: KKK. 2. In a one page paper, define scalawags and carpetbaggers and explain their motives in the South. 3. In brief paragraphs, describe share-cropping and tenant farming. 4. In a paragraph, explain why Black Codes existed.	CONCEPT: Carpetbaggers got their name because they carried their belongings in a traveling bag of carpeting material. Today some luggage is still made of fabric, as well as of other materials. OBJECTIVE: The student should be able to name at least three other materials used to make luggage. Examples: leather, vinyl, imitation leather, etc.	LUGGAGE MAKER AND REPAIRMAN: 1. A luggage maker and repairman covers and lines luggage frames with fabric, leather, imitation leather, or vinyl plastics. He attaches hardware to complete luggage according to order. He may also perform a variety of other tasks: measure frames, cut material, glue material to frame, etc.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. If possible, arrange to have the students view the movie "Birth of a Nation." 2. Have the students divide into two groups and debate the usefulness of the Black Codes. 3. Stage personal interviews with the students playing the role of a freedman, a radical Republican, an ex-Confederate soldier, a former master of a plantation, etc. CAREER: 1. Arrange to have a luggage repairman speak to the class about his job.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8070 The Civil War-Postwar Period 2. Harlandale Audio-Visual Center: filmstrip - J-50 Reconstruction in the South CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RESULTS OF THE CIVIL WAR AND OF RECONSTRUCTION - Abolition of slavery - Constitutional guarantee of Negro rights - Discrimination against the Negro in the South - "Solid South" - Education for southern Negroes - Supremacy of the federal government - Expansion of the power of the President	The student should be able to perfrom the following activities: 1. Discuss briefly, in a one page paper, some of the codes placed in the South which prevented former slaves from holding political office. 2. In a two page paper, discuss how the argument for a strong union, as opposed to the argument for states' rights, was reinforced after the Civil War. 3. In a paragraph, describe the powers of the President under the Ku Klux Klan Act.	CONCEPT: The education of southern Negroes was a challenge to those in the teaching profession at that time. Today, the teaching profession still offers many challenges. OBJECTIVE: The student should be able to name at least three areas of specialization for teachers. Examples: elementary, secondary, kindergarten, special education, vocational education, music, college, etc.	TEACHER--ELEMENTARY AND SECONDARY: 1. Teachers instruct students, plan and prepare lessons, give assignments, prepare and grade tests, keep records, etc. 2. The minimum requirement is a bachelor's degree. 3. Salaries vary according to the area in question. The range is usually from about $5,000 to $15,000+. 4. The opportunities are good in some areas, other areas have an over-supply of teachers.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students conduct a panel discussion on the Constitutional guarantees granted to the Negro after the Civil War. 2. Have the students research the various ways Negroes were discriminated against during this period. 3. Have the students research the recent legislation which has affected the public education of the Negro. CAREER: 1. Have the students interview several teachers about their work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8070 The Civil War-Postwar Period CAREER: 1. Harlandale Audio-Visual Center: cassette tape - CasT-35 High School Teacher 2. School Counselor or Librarian: SRA Occupational Brief #5 and #39 Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to: National Education Association 1201 16th Street NW Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POST-CIVIL WAR PRESIDENT: ULYSSES S. GRANT - Election of 1868 - Scandals - Election of 1872 - Rise of the liberal movement	The student should be able to perform the following activities: 1. In a one page paper, explain the importance of establishing a civil service. 2. List at least four scandals that occurred during the Grant administration. 3. In a one page paper, list at least three reforms sought by the reformers of this era.	CONCEPT: One scandal during this time was the "whisky ring affair." A group of whisky distillers was defrauding the federal government of millions of dollars in Internal Revenue taxes. Today there are promising opportunities in the Internal Revenue Service. OBJECTIVE: The student should be able to name at least three attributes necessary for an Internal Revenue agent.	INTERNAL REVENUE AGENTS: 1. Internal Revenue agents examine and audit taxpayers' tax returns. They may investigate further to determine tax liability or to uncover errors or fraud. 2. A college degree with a major in accounting or in a related field is necessary for this job. 3. Salaries range from about $8500 to $31,500 a year. 4. The employment opportunities in this field are good. There are between 1500 and 2000 openings each year. The IRS is part of the United States Treasury Department.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research and present reports on the Tammany Hall machine. Have them compare Boss Tweed to a "boss" of politics today. 2. Have the students discuss scandals that have taken place during the last ten years. Examples: Bobby Baker, Billy Sol Estes, etc. 3. Have the students name and discuss other great military leaders and compare their strong and weak points. CAREER: 1. Ask an Internal Revenue Agent to speak to the class about his job.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 8070 The Civil War-Postwar Period 8906 The Tiger's Trail - Thomas Nast vs. Boss Tweed CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 335 Occupational Outlook Handbook Dictionary of Occupational Titles 2. San Antonio Public Library: 16mm film - T-Men of the Treasury Department 3. Write to: Internal Revenue Service Department of the Treasury Washington, D.C. 20224	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RUTHERFORD B. HAYES: A ONE TERM PRESIDENT - Election of 1876 - Stalwarts and Halfbreeds - Election problems - Accomplishments of Hayes - Problems during his administration	The student should be able to perform the following activities: 1. List the leaders of the Stalwarts and the Halfbreeds. 2. In a one page paper, discuss the problem with the electoral votes in the election of 1876. 3. Briefly discuss how the withdrawing of the Army from the South hurt the southern Negro. 4. Write a one page paper on the honest men appointed by Hayes to stop corruption.	CONCEPT: In 1878 the Timber and Stone Act was passed. This allowed the sale of supposedly unusable land for $2.50 an acre. In this way, the lumbermen built up their land holdings cheaply. The lumber industry is still an important industry today and lumbermen are the backbone of this industry. OBJECTIVE: The student should be able to name at least three necessary attributes for today's lumberman. Examples: strength, courage, skill, mechanical ability, etc.	LUMBERMEN: 1. There are a variety of jobs for men in the lumber industry. The fallers begin the harvest by cutting the trees. The buckers trim off the limbs and cut the trunk into lengths suitable for lumber. A log scaler measures the logs. At the sawmill, the boom men walk on the logs in the pond and separate them. The deck scaler measures the logs to determine the number of feet of lumber it contains. There are eight to ten other workers down the line before the finished product goes to market. 2. There are usually no educational requirements for this job. 3. Wages vary greatly according to the area of employment. The average worker earns $1.75 to $4.00 an hour.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw cartoons of the political bosses during this time. The cartoons should depict the taking of money from the public domain by the bosses. 2. Have the students divide into two groups, representing the Stalwarts and the Half-breeds. They should exchange views on issues of the day. This can also be done with other divisions in the Congress. Example: Hawks and Doves. 3. Have the students debate the issue of Hayes' decision to remove the Army from the South. CAREER: 1. Arrange to have someone speak to the class about opportunities in the lumber industry.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8452 The White House Story, part I CAREER: 1. Harlandale Audio-Visual Center: filmstrips - CC9-CC13 Forest and Forest Products Series 2. School Counselor or Librarian: SRA Occupational Brief # 105 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: American Forestry Association 919 Seventeenth Street NW Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
JAMES A GARFIELD: SECOND PRESIDENTIAL ASSASSINATION - Election of 1880 - Assassination - Vice President Chester A. Arthur now President - Accomplishments of Arthur - Problems during Arthur's administration	The student should be able to perform the following activities: 1. In a paragraph, briefly explain the close vote in the election of 1880. 2. In a one page paper, give the details surrounding the assassination of President Garfield. 3. List at least three accomplishments during Arthur's administration. 4. Write a one page report on the Roscoe Conkling incident during Garfield's administration	CONCEPT: One job of the Secret Service Agent is to protect the President of the United States from assassination. OBJECTIVE: The student should be able to name the executive department in which the men of the Secret Service work.	Secret Service Agent: 1. The special agents of the Secret Service perform a variety of duties. Among these are the protection of the President of the United States, members of his family, the Vice President, President-elect, and ex-Presidents for a reasonable time after they leave office. 2. A college-level education is necessary for a job as a Secret Service Agent. 3. Pay is determined by the various grades on the civil service pay scale.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the Presidents who have been assassinated and the men who were the assassins. They should see if they can establish any patterns or similarities. 2. Have the students compare the election of 1880 with other elections in American history that were close. Examples: 1848, 1960, etc. CAREER: 1. Have the students research the history of the Secret Service in the United States.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8453 The White House Story, part II CAREER: 1. San Antonio Public Library: 16mm film - T-Men of the Treasury Department 2. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GROVER CLEVELAND: DEMOCRATIC REVIVAL - Election of 1884 - Cleveland's accomplishments - Problems during Cleveland's administration	The student should be able to perform the following activities: 1. In a one page paper, discuss the problems that occurred during the campaign and the election of 1884. 2. In a paragraph discuss Cleveland's view of the tariff. 3. In a one page paper, discuss the circumstances surrounding Cleveland's veto of the Private Pension Bill. 4. In a two page paper, discuss Cleveland's use of the Monroe Doctrine in the Venezuelan dispute.	CONCEPT: In 1887, the Interstate Commerce Act was passed. In the beginning, it was primarily directed toward railroads. Today, the ICC also regulates long distance truck and bus travel. OBJECTIVE: The student should be able to name at least two necessary attributes in order to be a good long-distance driver. Example: safe driver, etc.	LONG DISTANCE TRUCK AND BUS DRIVERS: 1. Long distance drivers inspect their trucks or buses before beginning their runs, drive between towns and cities, prepare reports and keep records, supervise loading and unloading, make minor emergency repairs, etc. 2. A high school diploma is preferred by most companies. On-the-job training with an experienced driver is usually necessary. 3. Long distance truck drivers usually earn from $6500 to $12,000+ yearly. Long distance bus drivers usually make from $7200 to $10,000 yearly.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map and discuss the disputed boundary between Venezuela and British Guiana. 2. Have the students research the types of restrictions on immigrants to the United States. 3. Have the students research and discuss the types of tariffs we have today. CAREER: 1. Ask a long distance truck or bus driver to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8453 The White House Story, part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 57 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Amalgamated Transit Union 5025 Wisconsin Avenue NW Washington, D.C. 20016	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
BENJAMIN HARRISON: - Election of 1888 - Accomplishments - Problems	The student should be able to perform the following activities: 1. Write a biographical sketch of Benjamin Harrison. 2. List some of the irregularities in the election of 1888. 3. Explain what is meant by the "first billion-dollar Congress." 4. In a one page paper, discuss the importance of the Pan American Conference held in Washington, D.C. in 1889.	CONCEPT: During this period, the farmers felt that the Republicans had deserted and betrayed them and their cause. Farmers' political beliefs have often had much influence on American politics. OBJECTIVE: The student should be able to name at least five major types of vegetable grown in the United States.	FARMERS, VEGETABLE: 1. Vegetable farmers raise vegetables for wholesale marketing and processing. They prepare the soil, plant the seed or young plants, fertilize and cultivate the soil, spray and irrigate the crops, etc. 2. At least a high school education is recommended. 3. In work such as this, earnings vary so much that it is very difficult to make a meaningful estimate. 4. Today, the trend is toward larger and larger farms. The outlook is fairly good for those who have prepared.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the expenditures of the "first billion-dollar Congress." 2. Have the students research and report on the importance of the Sherman Silver Purchase Act. 3. Have the students evaluate the effectiveness of Harrison as a strong President. CAREFR: 1. Ask a vegetable farmer to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8453 The White House Story, part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 48 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Vegetable Growers Association of America 1616 H Street NW Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE INDIAN WARS: 1860's-1880's - Tribes - Government dealings - Sioux uprisings - Arapaho and Cheyenne attacks - Attempts at peace	The student should be able to perfrom the following activities: 1. List eight western tribes and the states in which they lived. 2. In a two page paper, discuss what the Indian tribes of the West would lose if they followed the wishes of the white man. 3. Briefly describe the events at Medicine Lodge Creek and Fort Loraine that led to peace with some of the tribes.	CONCEPT: In attempting to make a peace settlement with the Indians, the United States government began giving supplies and services to the Indians. An important service was that of medical care by a physician. OBJECTIVE: The student should be able to name at least six areas of specialization for physicians.	PHYSICIANS: 1. It is the responsibility of physicians to prevent, diagnose, treat illnesses, and aid patient rehabilitation. They may specialize in such areas as surgery, pediatrics, obstetrics, gynecology, internal medicine, etc. 2. The educational requirements are extensive: 3 or 4 years of college plus 4 years in medical school and at least one year internship. For those wishing to specialize, an additional two to five year residency is necessary. 3. The occupational outlook is good, as doctors are always in demand.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. On a map of the United States, have the students draw the areas where the tribes of the West lived. 2. Have the students collect Indian pictures and artifacts to use in a display in the classroom. 3. Have the students visit the Indian section at the Institute of Texan Cultures. 4. Have the students stage a meeting between the United States Officials and the Indian Chiefs. CAREER: 1. Ask a physician to visit the class to discuss his profession.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 2379 Custer-The American Surge Westward 2. Harlandale Audio-Visual Center: filmstrip - F-96 Trail Blazers and Indians CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 136 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Association of American Medical Colleges 2530 Ridge Avenue Evanston, Illinois 60201 American Medical Association 535 N. Dearborn Street Chicago, Illinois 60610	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE GROWTH OF THE WEST: 1840-1890 - Lure of wealth - Railroads - Government land grants - Indians subdued - Closing of the frontier	The student should be able to perform the following activities: 1. Write a two page paper explaining how the Homestead Act helped to settle the West. 2. In two or three paragraphs, explain how private interests were permitted to destroy valuable forests. 3. List the advantages and disadvantages of the policy of government subsidizing. 4. Name four interests that would bring people west.	CONCEPT: Today, public lands are managed through Bureau of Land Management- workers of the Department of the Interior. OBJECTIVE: The student should be able to list four areas of land management. Examples: range resources, forest resources, mineral resources, soil, water, etc.	BUREAU OF LAND MANAGEMENT WORKERS: 1. Bureau of Land Management workers assure that the public lands and their resources are used and managed to the greatest benefit, both locally and nationally. There are career opportunities for range conservationists, foresters, realty specialists, natural resource specialists, civil engineers, agricultural engineers, mining engineers, recreation specialists, surveyors, etc. 2. Jobs in this bureau are mostly civil service positions. Beginners usually start at a GS-5 or GS-7 level. 3. Opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw maps showing the routes taken by the railroads in their quest to reach the Pacific. 2. Have the students research stories and legends about events during the period of western expansion. Example: story of Custer, etc. 3. Have the students do research on the last surviving Indian chiefs who resisted the white man. Examples: Chief Joseph, Geronimo, etc. CAREER: 1. If possible, arrange for an employee of the Bureau of Land Management to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 2379 Custer-The American Surge Westward 2. San Antonio Public Library: 16mm film - The Real West 3. Harlandale Audio-Visual Center: 16mm film - 16-634 Stagecoach Westward filmstrip - F-97 Covered Wagon Days CAREER: 1. Write to: Placement Officer Bureau of Land Management Interior Building Washington, D.C. 20240 Field Personnel Officer Bureau of Land Management Bldg. 50 Denver Federal Building Denver, Colorado 80225	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EXODUS TO THE WEST: MINERS - Areas of discovery - "Boom and Bust" - Influences of miners - Freighting companies	The student should be able to perform the following activities: 1. In a two page paper, discuss the type of individual that was attracted by the gold. 2. List four areas in which gold was found in abundance. Examples: Nevada, Colorado, etc. 3. In a two page paper, describe a boom town. Mention events which caused it to develop and the type of individuals who came there. 4. In a one page paper, discuss how the miners speeded the political organization in the West.	CONCEPT: Miners are as important today as they ever were; however, mining engineers are in increasing demand. OBJECTIVE: The student should be able to explain why mining engineers are in more demand than other mining positions.	MINING ENGINEERS: 1. Mining engineers perform a variety of duties. They may help in the quest for deposits, decide if the deposit is rich enough to mine, determine the most feasible means of extraction to the surface of the earth, etc. They are in charge of safety, personnel, equipment, and all general mining operations. 2. A college degree in mining is necessary in order to enter this field. 3. The salaries usually range from $7800 to $25,000+ a year. 4. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students view the movie or play "Paint Your Wagon" to see the way of life of those living off gold. 2. Have the students draw the different types of equipment needed for successful prospecting and gold mining. Be sure to include equipment necessary for panning gold from rivers and streams. 3. Have the students construct a scale model boom town as they think it might have looked. CAREER: 1. If possible, arrange for a mining engineer to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 207 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Society of Mining Engineers of the American Institute for Mining, Metallurgical, and Petroleum Engineers 345 East 47th Street New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CATTLEMEN AND FARMERS POPULATE THE WEST - Prosperous cattle industry - Cattle drives - Decline of the cattle industry - Difficulties faced by farmers	The student should be able to perform the following activities: 1. List at least three reasons why the cattle industry prospered. 2. List at least five items that were of Spanish origin which were used by the American cowboy. 3. In two paragraphs discuss some of the difficulties faced by the western farmers. Example: limited water supply, etc. 4. Define "open range ranching."	CONCEPT: Today cattle ranching is a major agricultural occupational area. OBJECTIVE: The student should be able to name four major problems encountered by the cattleman. Examples: weather, disease of cattle, etc.	CATTLEMEN: 1. Cattlemen primarily breed, raise, and market beef cattle for food. A variety of duties are performed by those individuals who work on a cattle ranch. 2. There are usually no educational requirements to meet for cowhands. Owners and managers would find college courses in agriculture helpful. 3. Earnings vary greatly from year to year. The average earnings usually range from $1300 to $12,000 annually. 4. The outlook in this area is very good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of the Great Plains and Texas and then indicate the various trails followed by the cattlemen. 2. Have the students draw or collect pictures of the different items used by the cowboys and explain the purpose of each item. Example: chaps for leg protection, etc. 3. Have the students find and then perform in class songs that the cowboys sang during the trail drives or while working. 4. Have the students view the movie "Chisholm." CAREER: 1. Ask a cattleman to speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: 16mm film - 16-689 Cattleman: A Rancher's Story CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 42 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American National Cattlemen's Association 801 East 17th Avenue Denver, Colorado 80218	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE FARMER: PROBLEMS AND REVOLT - Agricultural revolution - Grievances of the farmer - Grangers - Greenback movement - Farmers' Alliance - Populists	The student should be able to perform the following activities: 1. In a one page paper, explain the agricultural revolution. 2. In a paragraph, explain how the Greenbacks were able to aid the reform movement of the 1870's and 1880's. 3. List at least five main points of the Grangers' platform. 4. In a one page paper, discuss the groups which combined to form the Populist party.	CONCEPT: The agricultural revolution brought many new kinds of equipment into use for the farmer. The farm equipment dealer has the vital role of getting this new equipment into the hands of the farmer. OBJECTIVE: The student should be able to list at least three personal attributes needed by a farm equipment dealer.	FARM EQUIPMENT DEALERS: 1. Farm equipment dealers perform a variety of tasks. They may assemble, display, demonstrate, sell, service, and repair farm equipment and machinery of all kinds. 2. There are no specific educational requirements for entering the farm equipment field; however, the more formal training one has, the better his chances. 3. Earnings of farm equipment dealers vary greatly. In 1968, the average annual profit before taxes was about $20,000.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the class research the various organizations existing today which are a result of the Farmer's Alliance. 2. Have the students gather information on other third party movements besides the Populist Party. 3. Have the students draw pictures of farm equipment used during the late 1800's. Have them compare today's equipment with the earlier equipment. CAREER: 1. Ask a farm equipment dealer to speak to the class about his job.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 232 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Farm Equipment Manufacturers Association 230 South Berriston Avenue St. Louis, Missouri 63105 National Farm and Power Equipment Dealers Association 2340 Hampton Avenue St. Louis, Missouri 63139	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RAILROADS: AID TO THE BUSINESS BOOM - Improvements - Trans-continentals - Aid to the expansion of industry	The student should be able to perform the following activities: 1. In a one page paper, discuss the supporters of the railroads and the reasons for their support. Example: investors, etc. 2. In a paragraph, briefly explain the importance of having a railroad that links the Atlantic and Pacific Oceans. 3. List at least four industries which were aided by the expansion of the railroad system.	CONCEPT: Not only did the railroad aid the businessman, it also aided the traveler going to the west coast. This new mode of transportation was a novelty to many, especially being served by waiters in the dining car while the train was in motion. OBJECTIVE: The student should be able to list three duties of railroad dining-car waiters.	RAILROAD DINING-CAR WAITERS: 1. The primary duties of the railroad dining-car waiter are to take food orders, serve meals, remove dishes from the table, and reset the table. 2. High school graduates are preferred for positions in this field. 3. Dining-car waiters usually begin by earning about $3.68 an hour for the first year. The rate increases over the following six years. 4. The employment outlook in this field is not very promising right now. It is hoped that with the new Amtrak the outlook will improve.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Divide the students into two groups. Have each group make a map showing the number of railroads in the United States before the Civil War as compared to the number of railroads during the 1880's and 1890's. 2. From magazines, have the students find different types of clothing worn by railroad workers. 3. Have the students draw different types of railcars that have been used by the railroads. CAREER: 1. Arrange for an official from Amtrak to speak to the class about opportunities in the railroad industry today.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 8308 The Railroad Builders 2377 Completion of the First Trans-continental Railroad 2. San Antonio Public Library: 16mm film - Wheels A'Rolling 3. Harlandale Audio-Visual Center: 16mm film - 16-394 Lifeline of the Nation CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #308 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Assn. of American Railroad Dining-Car Officers c/o Penn Central Trans. Co. Long Island City, New York 11101	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
BLACK GOLD: THE OIL INDUSTRY - Discovery in Pennsylvania - John D. Rockefeller - Standard Oil Company - Spindletop in Texas - Uses of oil	The student should be able to perform the following activities: 1. In a two page paper, discuss John D. Rockefeller and his oil empire. 2. List at least five uses of oil in the 1870's and 1880's. 3. Briefly discuss the facts surrounding the discovery of oil at Spindletop in Texas. 4. List at least ten uses of oil today.	CONCEPT: The discovery of oil opened up many new job opportunities. Being a member of a team of petroleum exploration workers is an exciting job. OBJECTIVE: The student should be able to name at least two types of duties performed by a petroleum exploration worker.	PETROLEUM EXPLORATION WORKERS: 1. The search for new oil reserves is a continuous thing. There are several people involved in this work. Geophysical field parties are made up of prospecting drillers and shooters, who use explosives; party helpers who assist in all field duties; and an observer who helps set up the seismic equipment. The observer is usually a geophysicist. 2. A high school education is usually necessary for these jobs. A geophysicist is, of course, a college graduate. 3. Petroleum workers are paid quite well. Most workers make about $150+ a week. 4. The employment outlook in this field is quite good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students do a follow-up study on the Rockefellers and the Standard Oil Company of today. 2. Have the students draw and present to the class the different types of oil wells that existed in the 1890's and those that exist today. 3. Have the students research the origin of Beaumont, Texas and its development as an oil town. 4. Have the students prepare reports on the by-products of oil and their uses. CAREER: 1. Ask a petroleum exploration worker to visit the class and discuss career opportunities in this field.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2322 Born in Freedom - Story of Col. Drake 8905 Spindletop 2. San Antonio Public Library - 16mm film - Spindletop 3. Harlandale Audio-Visual Center: filmstrips - Mi57 Petroleum in Today's Living Mi58 Oil: From Earth to You CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #195 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Petroleum Institute 1271 Avenue of the Americas New York, New York 10020	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE STEEL INDUSTRY - New deposits - Bessemer process - Open Hearth Method - Andrew Carnegie - United States Steel Co.	The student should be able to perform the following activities: 1. Write a brief biographical sketch of Andrew Carnegie. 2. In a two page paper, describe and discuss the importance of the Bessemer and open hearth processes. 3. Briefly describe how Andrew Carnegie's steel company became United States Steel. 4. List all the companies that were part of United States Steel when it was founded.	CONCEPT: The steel industry created many new job opportunities in the world of work. OBJECTIVE: The student should be able to name at least three jobs in the steel industry.	STEEL WORKERS: 1. There are many workers involved in the production of steel. Some of these are the stockhouse men, skip operators, stove tenders, blowers, keepers, hot-metal cranemen, door operators, melters, ladle cranemen, pourer, etc. 2. A high school graduate is preferred for jobs in this field. 3. The minimum hourly rate for the lowest job classification in the steel industry in 1970 was about $2.77. The average weekly pay is about $110. 4. The demand for workers in this area should remain somewhat constant. There are about 12,000 openings a year in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a group of students give a report on the assets and the companies that make up United States Steel today. 2. On a map of the United States, have the students draw in the areas with the greatest iron ore deposits. 3. Have a group of students give reports on the contributions of Andrew Carnegie in the areas of music halls, libraries, etc. CAREER: 1. If possible, arrange to have someone who works in the steel industry to speak to the class about job opportunities in the steel industry.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #84 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United Steel Workers of America 1500 Commonwealth Building Pittsburgh, Pennsylvania 15227	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE GROWTH OF BUSINESS: COMBINATION AND CONSOLIDATION - Corporation - Pool - Trust - Holding companies	The student should be able to perform the following activities: 1. Describe and give an example of a holding company. 2. Name the elements involved in forming a pool. 3. Write a one page paper on the advantages of a holding company. 4. Name the advantages of forming a corporation.	CONCEPT: Big business brought with it the need for efficient executives. Today the need is greater than ever before. OBJECTIVE: The student should be able to name at least three executive positions.	EXECUTIVES: 1. Positions for an executive exist at many different levels. Some of these are the board of directors, chairman of the board, president, treasurer, vice president-personnel and industrial relations, vice president-production, production manager, industrial engineer, production planning manager, purchasing manager, traffic manager, vice president-research and development, vice president-legal affairs, public relations director, sales manager, advertising manager, etc. 2. College is a necessity for most of these positions. 3. Salaries are quite varied. Some junior executives start as low as $500 a month and top executives at $100,000+ yearly.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students make charts explaining the functions and the companies involved with a modern holding company like A.T.&T. 2. In one class period, have the students form a corporation within the classroom. Each student will represent a stockholder, executive, etc. Each student should explain the function of the position he holds. 3. Have each student pick a company from the New York or American Stock Exchange and follow its progress for one week. 4. Have the students make a graph of how the Stock Market closes each day for one month. 5. Have the students find out how companies have credit ratings . The Wall Street Journal should be used to find this. CAREER: 1. Ask an executive to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #95 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Management Association 135 West 50th Street New York, New York 10020	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
TECHNOLOGICAL INNOVATIONS AID BUSINESS - Electricity - Business machines - Telephone - Telegraph - Trans-Atlantic cable - Other inventions	The student should be able to perform the following activities: 1. Name at least three business machines invented at this time and explain how they aided business. Examples: typewriter, cash register, adding machine, etc. 2. Write a two page biographical sketch of Alexander Graham Bell. 3. List four inventions or improvements on inventions by Thomas Edison. 4. In a one page paper, discuss the importance of the trans-Atlantic cable.	CONCEPT: The invention of the telephone brought many new job opportunities to the world of work. Among these was the job of the telephone operator. OBJECTIVE: The student should be able to name three personal attributes needed by telephone operators.	TELEPHONE OPERATORS: 1. The telephone operator may work in one of several assignment duties. Some of these are long distance, information, rate and route, "0" for operator, or intercept. 2. High school graduates are preferred for this position. 3. In 1965, the average hourly wage was $2.17 for experienced operators. 4. There is usually a sizable demand for new telephone operators due to the high rate of turnover.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students look in old catalogs and in modern magazines to compare and contrast the old business machines and the new business machines. 2. Have the students draw pictures of the first phonograph, telephone, light bulb, and other inventions. 3. Have the students do research to find companies that began during the time of Thomas Edison. Also, have them find if they still exist today. CAREER: 1. Arrange to have a telephone operator speak to the class about her (his) job.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #20 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Communications Workers of America 1925 K Street NW Washington, D.C. 20006 3. Harlandale Audio-Visual Center: cassette tape - CasT-36 Telephone Operator	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ORGANIZED LABOR - National Labor Union - Knights of Labor - Railroad strike of 1877 - American Federation of Labor - Haymarket strike of 1886 - Homestead strike of 1892 - Pullman strike of 1994 - Federal control of labor	The student should be able to perform the following activities: 1. In a two page paper, discuss the successes and failures of the National Labor Union. 2. Briefly discuss the Knights of Labor and Uriah Stephens. 3. Write a two page biographical sketch of Samuel Gompers. 4. In a paragraph each, explain the circumstances surrounding the major strikes during this time.	CONCEPT: Many new jobs were begun due to the creation of labor unions. One of these was the union business agent. OBJECTIVE: The student should be able to list the two primary duties of a union business agent.	UNION BUSINESS AGENT: 1. Union business agents serve on committees to negotiate contracts and head grievance committees. His other duties vary depending on the local area in which he works. Some other duties might be to sign new members, represent the union in community activities, supervise office staff, etc. 2. The requirements vary, but a high school education is usually the minimum. 3. Business agents earn an average of $10,000 or more a year. 4. The employment outlook in this field is fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. If possible, arrange for the students to view the movie "Joe Hill." 2. Have the students discuss the effects recent strikes have had on our country. 3. Have the students discuss some of the more recent labor leaders. Examples: Meany, Woodcock, Hoffa, etc. CAREER: 1. Ask a local union business agent to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 2047 1898, part I and part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #393 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Federation of Labor and Congress of Industrial Organizations 815 16th Street NW Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
IMMIGRATION: 1865-1920 - Patterns of immigration - Contract Labor Law of 1864 - "Free" immigration - Early restrictions - "New" immigrant - Hostility and restrictions - Literacy tests	The student should be able to perform the following activities: 1. In a two page paper, discuss the types of immigrants, their origin, and place of settlement in the United States. 2. Briefly describe the types of jobs in which most immigrants worked. 3. In a one page paper, discuss the purpose of the literacy test and the reason it was eliminated. 4. Explain the purpose of the Loyal Legion with respect to immigrants.	CONCEPT: Many oriental immigrants to the United States established laundries here. Today, a number of employment opportunities are available for laundry workers. OBJECTIVE: The student should be able to name three jobs in which laundry workers might engage.	LAUNDRY WORKERS: 1. Laundry workers perform a variety of duties. Some of these are to weigh bundles, mark items for identification, sort clothes by color and fabric, operate washing machines, operate drying machines, shake flatwork, feed ironers, fold, finish by hand or machine, mend, wrap bundles, etc. 2. An eighth-grade education is usually adequate; however, some employers prefer high school graduates. 3. Earnings in this field are not the best. The salaries usually range from $1.25 to $2.00 an hour. A plant manager may earn as much as $13,000+ a year. 4. Employment opportunities in this field are fairly food.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a group of students contact the local immigration office and get figures of how many aliens legally entered this country and how many illegal aliens have been caught by the authorities. 2. Have the students locate the type of literacy tests which have been administered in the past. Have them discuss the strong and weak points of the tests. 3. Have the students discuss some famous incidents of American fear of certain aliens. Example: Japanese concentration camps. 4. Have the students construct a chart showing the number of immigrants to the United States from 1865 to 1920. CAREER: 1. Ask a laundry worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2087 The Innocent Years, part I 8227 Land of Immigrants 2142 Our Immigrant Heritage 2. San Antonio Public Library: 16mm film - America-The Melting Pot CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #175 Occupational Outlook Handbook Dictionary of Occupational Titles 2. Harlandale Audio-Visual Center: record with filmstrip - PR-706 (AA-57) Working in a Laundry and Dry Cleaning Plant 3. Write to: American Institute of Laundering Doris and Chicago Avenues Joliet, Illinois 60434	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
WILLIAM MCKINLEY: THIRD PRESIDENTIAL ASSASSINATION - Elections of 1896 and 1900 - Candidates and issues - Accomplishments and problems - Assassination - Vice President Theodore Roosevelt becomes President	The student should be able to perform the following activities: 1. In a one page paper, discuss the positions of McKinley and Bryan in the election of 1896. 2. Briefly discuss the importance of the McKinley tariff. 3. List the events that surrounded the assassination of President McKinley. 4. Write a three page biographical sketch of Theodore Roosevelt.	CONCEPT: A number of memorable political cartoons came from the McKinley-Bryan campaign. Cartoonists have become increasingly influential in recent years. OBJECTIVE: The student should be able to name at least two famous cartoonists.	CARTOONISTS: 1. Cartoonists draw cartoons for comic strips, books, magazines, editorial pages of newspapers, motion pictures, television, etc. 2. At least a high school diploma is necessary. It is desirable to have two or three years in art school or a college art degree. 3. Earnings in this field vary greatly: $3000 to $25,000+. For piecework it may be from $5 to $500. 4. There is a growing demand for people in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the issues of the election of 1896. 2. Have the students research the reasons why the Republicans feared the election of Bryan. 3. Have the students discuss the campaign management techniques of Marcus Hanna in McKinley's campaign as compared to more recent campaigns. CAREER: 1. If possible ask a cartoonist to speak to the students about the opportunities in his field of work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8453 The White House Story, part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #141 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Cartoonists Society 9 Ebony Court Brooklyn, New York 11229	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPANISH AMERICAN WAR - Background - deLome letter - USS Maine - War declared - United States intervention - War in the Pacific and in Cuba - Treaty of Paris	The student should be able to parfoem the following activities: 1. Write a two page paper describing the events that led to the United States intervention into the Cuban revolution for independence. 2. Briefly discuss in a paragraph the effect of the "yellow press" on American public opinion. 3. Write a two paper about the fame acquired by Theodore Roosevelt in the Spanish American War. 4. Name the areas acquired by the United States at the end of the Spanish American War.	CONCEPT: "Yellow" journalism was one of the causes of the Spanish American War. Newspaper reporting has improved since the days of the yellow journalists. OBJECTIVE: The student should be able to name three personal attributes necessary for a newspaper reporter.	REPORTERS: 1. Reporters gather information, take notes, write news stories, interview individuals, etc. 2. A college degree in journalism or liberal arts is preferred. 3. Salaries usually range from $5200 to $16,000 yearly. The very top may make up to $100,000 yearly. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the situation in Cuba which led to the conflict with Spain. 2. Have the students discuss the role the United States assumed in Southeast Asia as a result of her acquisition of the Philippine Islands. 3. Have a group of students research and give a report on the type of governmental administration the United States established in Cuba and in the Philippine Islands after the Spanish American War. CAREER: 1. Arrange for a newspaper reporter to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 2047 1898, part I and part II 2. Harlandale Audio-Visual Center: filmstrip - F-81 The Spanish American War CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #216 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Newspaper Guild 1126 16th Street NW Washington, D.C. 20036	

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SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have each student write an article against some social or political evil that exists today. 2. Have a group of students do a character study on the progressive from Wisconsin, "Fighting" Robert LaFollette. 3. Have the students prepare a bulletin board with political cartoons. CAREER: 1. Ask a meat-packing worker to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #106 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Institute of Meat-Packing 188 West Randolph Street Chicago, Illinois 60601	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THEODORE ROOSEVELT: A PROGRESSIVE PRESIDENT - First administration - Problems - Accomplishments - Election of 1904	The student should be able to perform the following activities: 1. In a one page paper, discuss Theodore Roosevelt's reputation as a "trust buster." Example: Northern Securities Company suit, etc. 2. List four acts which established Roosevelt as a progressive President. 3. In a one page paper, discuss Roosevelt's use of executive power in the coal strike of 1902. 4. Briefly explain why businessmen supported the progressive movement.	CONCEPT: During the building of the Panama Canal, William C. Gorgas wiped out malaria and yellow fever and enabled the workers to complete the canal by maintaining proper sanitation. Today, this is the responsibility of sanitary engineers. OBJECTIVE: The student should be able to name three areas of specialization for sanitary engineers.	SANITARY ENGINEERS: 1. Sanitary engineers design, develop, and administer systems and procedures to protect public health in such areas as sewage abd refuse disposal, control of air and water pollution, food sanitation, insect and rodent control. 2. For jobs in this field, a college engineering degree is essential. 3. The salaries usually range from $7000 to $15,000+. 4. There is a shortage of people in this field. Employment opportunities are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students role play a meeting between J.P. Morgan and President Roosevelt. Morgan is trying to persuade Roosevelt to call off his suit against Northern Securities Company. 2. Have the students research and give reports on recent examples of enforcement of the Sherman Anti-Trust Act. 3. Have the students discuss Roosevelt's use of executive power to settle disputes as opposed to congressional legislation. CAREER: 1. Ask a sanitary engineer to speak to the class about his job.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2087 The Innocent Years, part I 8453 The White House Story, part II 2. Harlandale Audio-Visual Center: 16mm films - 16-416 Life and Times of Teddy Roosevelt 16-120 Panama Canal filmstrips - F-83 Panama Canal E-47 Story of Teddy Roosevelt CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #250 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Public Health Association 1790 Broadway New York, New York 10019	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THEODORE ROOSEVELT: SECOND ADMINISTRATION - Pure Food and Drug Act - Hepburn Act - Panic of 1907	The student should be able to perform the following activities: 1. List at least four provisions of the Pure Food and Drug Act. 2. In a one page paper, discuss the importance of the Pure Food and Drug Act. 3. Briefly discuss Roosevelt's plan to reorganize the District of Columbia. 4. List the important provisions of the Hepburn Act. 5. Explain why the panic of 1907 was called the "businessman's panic.	CONCEPT: The food industry has improved greatly since the passage of the Pure Food and Drug Act. Food technologists perform a variety of duties in the food industry. OBJECTIVE: The student should be able to name at least three jobs performed by food technologists.	FOOD TECHNOLOGISTS: 1. Food technologists work with the physical, chemical, and microbiological aspects of foods in processing, packaging, distribution, storage, and preparation. 2. At least a bachelor's degree is necessary, preferably in food technology. 3. The salaries usually range from $625 a month to $1075 a month. 4. Employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Discuss some recent actions taken by the Food and Drug Administration against food and drug producers. Examples: Bon Vivont Soup Company, ban on cyclamates, etc. 2. Have the students do research on some of the men today who might compare to J.P. Morgan. Examples, H.L. Hunt, Howard Hughes, etc. 3. Have the students point out the similarities and differences in the panics of 1873, 1882, 1893, and 1907. CAREER: 1. Arrange to have a food technologist speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2087 The Innocent Years, part I 8453 The White House Story, part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #215 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Institute of Food Technologists 221 North LaSalle Street Chicago, Illinois 60601	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THEODORE ROOSEVELT AND CONSERVATION - Land reserves - Newlands Reclamation Act - Forest Service - Governors' Conference 1908	The student should be able to perform the following activities: 1. In a two page paper, discuss the importance of the forest reserve set aside by President Roosevelt. 2. List four provisions of the Newlands Act. 3. Write a biographical sketch of Gifford Pinchott. 4. In a one page paper, discuss the importance of the Governors' Conference held by President Roosevelt.	CONCEPT: With the creation of the National Forest Service, job opportunities for foresters became available. OBJECTIVE: The student should be able to name three duties performed by foresters.	FORESTERS: 1. Foresters have the responsibility of developing, managing, and conserving our forests. They perform such jobs as safeguarding forests, planning restoration, estimating amount and value of timber, planning cutting, etc. 2. The minimum educational requirement is usually a bachelor's degree. 3. Salaries range from $5000 to $50,000+ yearly. 4. The future employment outlook in this career field is favorable.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the operations of today's United States Forest Service. Have them point out the systematic way it controls forestry today. 2. In a class discussion, have the students name the major dams in the United States. Have them discuss the importance and function of dams. 3. Have the students compare industry's opposition to Roosevelt's conservation program and industry's opposition today to cleaning the pollution from the air and water. CAREER: 1. Arrange to have a forester speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film - Heritage We Guard 2. Harlandale Audio-Visual Center: filmstrip - mi-79 Forest Conservation CAREER: 1. Harlandale Audio-Visual Center: cassette tape - CasT.-46 Forester 2. School Counselor or Librarian: SRA Occupational Brief #50 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: Society of American Foresters 1010 16th Street NW Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
WILLIAM HOWARD TAFT - Election of 1908 - Trouble with the progressives - Trouble with the Conservatives - Achievements	The student should be able to perform the following activities: 1. Write a biographical sketch of President Taft, pointing out his lack of action as a twentieth century chief-executive. 2. In a one page paper, discuss how Taft did not aid the progressives in their fight for a reasonable tariff. 3. List four achievements of President Taft. 4. Briefly discuss the break between Roosevelt and Taft.	CONCEPT: During Taft's administration the Mann-Elkins Act of 1910 was passed which authorized the Interstate Commerce Commission to regulate telephone and telegraph companies. An important job in the telephone industry is the installer. OBJECTIVE: The student should be able to name three special qualifications for telephone installers. Example: mechanical aptitude, etc.	TELEPHONE INSTALLERS: 1. Telephone installers install telephone sets, private branch switchboards, and related equipment in homes and places of business. They may have to climb poles, attach wires, attach phones, test them, etc. 2. A high school diploma is usually necessary plus additional on-the-job training. 3. In 1965 the average hourly rate was $3.32. 4. The employment outlook in this area is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students gather political cartoons of Theodore Roosevelt when he was a leader or the "Bull Moose Party." 2. Have the students compare the differences in character between Roosevelt and Taft. CAREER: 1. Ask a telephone installer to speak to the class about his job.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2088 The Innocent Years, part II 8453 The White House Story, part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #359 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: International Brotherhood of Electrical Workers 1200 15th Street NW Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
WOODROW WILSON - Background - Election of 1912 - Problems - Accomplishments - Domestic policy - Foreign policy - Election of 1916 - "He Kept Us Out of War"	The student should be able to perform the following activities: 1. List some of the accomplishments of Woodrow Wilson before he became President. 2. In a one page paper, discuss the importance of the Federal Reserve Act. 3. In a two page paper, discuss the duties of the Federal Trade Commission. 4. Briefly discuss the issue of the war in the election of 1916.	CONCEPT: Before becoming President of the United States, Woodrow Wilson was a teacher of history at the college level. OBJECTIVE: The student should be able to name three special qualifications for college teachers. Examples: openess to new ideas, intelligence, etc.	COLLEGE TEACHER: 1. College teachers specialize in one particular curriculum area. They instruct their students through the use of lectures, discussions, and laboratory work. They must keep well informed in their particular field, engage in research, and write articles and books. 2. A graduate degree is necessary for most starting positions. A Ph.D. is preferred. 3. The salaries in 1969 ranged from about $6330 to $28,490. 4. Because college enrollment is increasing, the demand for college teachers is fairly constant.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a group of students visit the Federal Reserve Branch Bank and give a report to the class about the visit. 2. Have the students discuss the effects of names for administrations such as Woodrow Wilson's New Freedom, F.D. Roosevelt's New Deal, etc. 3. Have the students research some of the intellectual and musical persuits of President Wilson. CAREER: 1. Ask a college teacher to speak to the class about his profession.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2088 The Innocent Years, part II 8453 The White House Story, part II 2. Harlandale Audio-Visual Center: 16mm film - 16-417 Woodrow Wilson-Spokesman for Tomorrow CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #183 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Association of University Professors 1 Dupont Circle Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
WORLD WAR I: BACKGROUND - War in Europe - United States position - British seizure policy - German submarine war fare - Sinking of the Lusitania - Sussex incident - On the road to war	The student should be able to perform the following activities: 1. In a one page paper, discuss the assassination in Europe that brought about the war in Europe. 2. Briefly discuss the American position of neutrality towards the participants in the war. 3. In a two page paper, discuss America's displeasure of the violation of "freedom of the seas." 4. In a two page paper, discuss the peace efforts by Wilson and how they failed to "keep us out of war."	CONCEPT: The Lusitania was a British passenger liner. There is an ever increasing interest in traveling by water. This interest has increased the demand for travel agents. OBJECTIVE: The student should be able to name four duties of a travel agent.	TRAVEL AGENT: 1. Travel agents perform a variety of duties: plan itineraries for travelers, arrange for transportation and meals, etc. 2. A high school diploma is necessary for this job. Some agencies prefer agents to have some college. 3. Itinerary workers usually make from $8000 to $12,000 yearly. 4. The employment outlook in this field is very good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students compare the freedom of the seas argument during World War I with that of the War of 1812. 2. Have the students research the type of propaganda used by both sides in the war to try to get the United States to enter the war on their side. 3. Have the students compare American efforts to remain neutral in 1914 with other attempts at neutrality. Example: War of 1812, etc. 4. Have the students draw the type of submarines used in World War I by the Germans. CAREER: 1. Ask a travel agent to speak to the class about his job.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 2088 The Innocent Years, part II 2. Harlandale Audio-Visual Center: filmstrips- F-87 The First World War M-39 New Freedom and World War I CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #100 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Society of Travel Agents 360 Lexington Avenue New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE UNITED STATES ENTERS WORLD WAR I - Declaration of war - Mobilization - Americans arrive in Europe - Military activity	The student should be able to perform the following activities: 1. In a two page paper, discuss American preparedness in March, 1917 for war and subsequent mobilization. 2. Briefly discuss the participation of the American Expeditionary Force (AEF) in World War I. 3. List the casualty figures for both the Allied Forces and the Central Powers.	CONCEPT: A Committee on Public Information was organized to gain support for the war effort through lectures, pamphlets, press releases, etc. Today businesses have public relations workers to perform the same type of work. OBJECTIVE: The student should be able to name at least four ways the public relations worker performs his duties.	PUBLIC RELATIONS WORKERS: 1. Public relations workers plan and prepare activities and communications to promote public opinion favorable to the employer or client. 2. Most employers require a college degree. It is preferable that the major be in public relations, journalism, liberal arts, or business. 3. The salaries range from $6000 to #25,000+ yearly. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students interview a participant in World War I and then have each student give his report to the class. 2. Have the students prepare a bulletin board displaying the uniforms of the various participants in the war. 3. Have the students compare the casualty figures of American deaths in the Civil War to deaths in World War I. 4. Have the students make a comparative study of the members of the Central Powers in World War I and the Axis Powers in World War II. CAREER: 1. Ask a public relations worker to speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: 16mm films - 16-492 World War I - The War Years 16-405 World War I filmstrip - F-85 The United States Joins the Allies CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #77 Occupational Outlook Handbook Dictionary of Occupational Titles 2. Write to: Public Relations Society of America, Inc. 845 Third Avenue New York, New York 10022	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
AN END TO HOSTILITIES: WORLD WAR I - "Fourteen Points" - League of Nations - Treaty of Versailles - Terms for Germany - America's reaction - United States fails to ratify treaty	The student should be able to perform the following activities: 1. List the provisions of the Treaty of Versailles. 2. In a one page paper, describe Wilson's reaction to opposition of the treaty by the Congress. 3. Name the four men who met at Versailles and the countries that they represented. 4. Write a three page paper presenting both points of view in turning down the treaty.	CONCEPT: Part of the treaty's terms for Germany was that the Saar Valley of Germany was to be given to France for fifteen years. In areas like the Saar Valley, coal miners are in demand. OBJECTIVE: The student should be able to name the areas of the United States where coal miners are needed.	COAL MINERS: 1. In underground mines, a variety of jobs are performed: sink shaft, ventilate, reinforce, cut tunnels, blast, lay tracks, load coal, etc. 2. A high school education is desirable and often required. 3. In 1970, the average hourly wage was $4.76. 4. The future in the coal industry looks quite good; however, most jobs will be for mining engineers and skilled labor.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Divide the class and have the students debate the League of Nations. Have one side take the Wilson argument and the other side take the Lodge argument. 2. Have the students research the last few months of the Wilson administration. Be sure to mention the need for reform in the matter of Presidential succession. 3. Have the students research the number of loans the Allies have repaid to the United States. CAREER: 1. Have the students research the history of coal mining in the United States.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2375 Aftermath of World War I 2386 The Jazz Age, part I 2. Harlandale Audio-Visual Center: filmstrips - F-89 Results of the War - The League of Nations F-40 An Uneasy Post-War Period CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #51 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Mining Congress 1200 18th Street NW Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
WARREN G. HARDING - Election of 1920 - Candidates and issues - Problems - Accomplishments - Death of Harding	The student should be able to perform the following activities: 1. In two or three paragraphs compare and contrast the capabilities of Wilson to those of Harding. 2. List the four men who ran the Harding administration effectively in spite of the President. (Hughes, Hoover, Mellon, Wallace) 3. Briefly discuss the "Ohio Gang" and other scandals during Harding's administration. 4. In a one page paper, explain the 18th Amendment.	CONCEPT: Businessmen ventured into many new fields during this time. One of the most successful of these was radio. This field opened new job opportunities such as a disk jockey. OBJECTIVE: The student should be able to name at least four special attributes needed by a disk jockey. Examples: clear speaking voice, good command of the language, etc.	DISK JOCKEY: 1. Disk jockeys have numerous responsibilities. Some of these are to select and play records, ad lib with entertaining discussions, interview guests, read commercials and news reports, make and receive phone calls on the air, operate turntable and controls, etc. 2. A college degree is helpful, but not always required. Training in a school of broadcasting is beneficial. 3. Salaries vary greatly in this career field. Some beginning deejays may earn about $100 a week, while established disk jockeys may earn as much as $900 a week. A few make as much as $100,000 a year. 4. There is a slight demand for disk jockeys, but the field is small.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the common association between the Industrial Workers of the World (IWW) and Communist ideas. How valid was the connection? 2. Have the students discuss with their parents or grandparents the era of prohibition. Have the students bring the stories to class. Also have them recall the television show "The Untouchables." 3. Have the student read F. Scott Fitzgerald's This Side of Paradise. 4. Have the students compare the fundamentalism of the 1920's with the "Jesus Revival" of the 1970's. CAREER: 1. Ask a disk jockey to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2386 The Jazz Age, part I 8453 The White House Story, part II 2. San Antonio Public Library: 16mm film - Golden Twenties CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #296 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Society of Disk Jockeys 448 West 51st Street New York, New York 10019	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CALVIN COOLIDGE - Vice President Calvin Coolidge becomes President - Election of 1924 - Candidates and issues - Problems - Accomplishments	The student should be able to perform the following activities: 1. In a two page paper, discuss the candidates for President in the election of 1924 and the groups which supported each one. 2. Briefly discuss the role played by Henry Ford in the growth of the automobile industry. 3. In a two page paper discuss the economic weaknesses of the coal, agriculture, and textile sectors during the Coolidge administration.	CONCEPT: The Soldier's Bonus Act was passed during the Coolidge administration. This provided veterans of World War I with paid-up life insurance policies. Today there is a need for insurance agents. OBJECTIVE: The student should be able to name at least three personal attributes needed by insurance agents. Examples: sales ability, self-confidence, etc.	INSURANCE AGENTS: 1. Insurance agents find prospects, make appointments with them, sell the policy, file claims, collect premiums, etc. 2. Some college training is desirable in this job. Special training courses are usually given to beginning agents. 3. Insurance agents usually work on a commission. Beginning agents might earn up to $5000 to $7000 in commissions the first year. Some of the more successful agents might earn as much as $50,000 a year. 4. Employment opportunities in this field are excellent. About 5000 new full-time agents will be needed annually for the next few years.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the execution of Sacco and Vanzetti and the circumstances surrounding their trial. Compare this to the trial of Angela Davis. 2. Have the students draw or cut from magazines pictures of Henry Ford's first mass produced Model T's and Model A's. 3. Have the students collect pictures or draw pictures of the type of dress and night life that was known as the "Roaring Twenties." 4. Have the students research and explain the term "Laissez faire." CAREER: 1. Ask an insurance agent to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2386 The Jazz Age, part I 8454 The White House Story, part III 2. San Antonio Public Library: 16mm film - Golden Twenties CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #118 Occupational Outlook Handbook Dictionary of Occupational Titles 2. Write to: Institute of Life Insurance 277 Park Avenue New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HERBERT HOOVER - Election of 1928 - Candidates and issues - Problems - Accomplishments - Stock Market Crash of 1929 - The Great Depression	The student should be able to perform the following activities: 1. Briefly discuss the problems faced by Al Smith in the election of 1928. 2. In a two page paper, discuss the events which led to the Stock Market Crash of 1929. 3. List four attempts by Hoover to reinstate business prosperity.	CONCEPT: In the election of 1928, as in all campaigns, fund raisers are an integral part of the campaign. OBJECTIVE: The student should be able to name at least three areas besides politics in which fund raisers are necessary.	FUND RAISERS: 1. The professional fund raiser is a planner, an administrator, a supervisor, etc. He coordinates the activities of the volunteers who actually do the soliciting. 2. It is usually necessary to have a thorough high school and college education. Courses in psychology, statistics, accounting, business administration, economics, group dynamics, and sociology are helpful. 3. Beginning salaries are usually around $500 to $550 a month. Very successful fund raisers may make as much as $35,000 a year. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw cartoons of the great crash on Wall Street, pointing out that some people referred to it as "judgement day." 2. Have the students research the great amount of criticism aimed at Hoover for not solving the Great Depression. How just was the criticism? 3. Have some of the students simulate a radio broadcast of the events that led to the crash on Wall Street. 4. Have the students discuss the possible reactions of people if banks were to close and tell them that they could not give them their money. CAREER: 1. If possible, arrange to have a professional fund raiser speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2387 The Jazz Age, part II 8416 29 Boom and 30's Depression 8454 The White House Story, part III 2099 Life in the 30's, part I CAREER: 1. School Counselor or Librarian: SRA Occupationa; Brief #353 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Assn. of Fund-Raising Counsel 500 5th Avenue New York, New York 10036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CAUSES OF THE GREAT DEPRESSION - Decline of international trade - Easy Credit - Industrial overexpansion - Agricultural depression - Unsound stock market practices - Labor saving machines - Profits too large compared to wages	The student should be able to perform the following activities: 1. In a one page paper, discuss America's failure to promote international trade. 2. In a one page paper, discuss the attempts by the Federal Reserve Board to control the interest rates and thus cut down on excessive loans. 3. Briefly discuss the failure of management to adequately assimilate labor saving machines proportionately with labor needs.	CONCEPT: Credit is a common household word today. In a country where a trip around the world can be bought on credit, there is an increasing number of jobs for credit workers. OBJECTIVE: The student should be able to list at least four jobs performed by credit workers.	CREDIT WORKERS: 1. There are many jobs in credit work: credit application clerk, investigation clerk, credit authorizer, credit information clerk, credit manager, bookkeepers, accounting clerks, bill adjusters, typists, credit counselors, credit collectors, etc. 2. At least a high school diploma is required for most credit work. 3. Beginning salaries for clerical workers is usually from $65 to $80 a week. Experienced workers earn from $80 to $150 weekly. Executives may earn from $8000 to $20,000 a year. 4. The long-range employment outlook in this area is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research and gather figures as to the number of people that was unemployed from 1929 to 1932. What percentage was that of the total labor force? 2. Have the students research the workings of the Federal Reserve System today. 3. Have the students arrange a panel discussion on the Depression. Include on the panel a farmer, and automobile manufacturer, a coal miner, and a construction worker. CAREER: 1. Ask a credit worker to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2387 The Jazz Age, part II 8416 29Boom and 30's Depression CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #94 Occupational Outlook Handbook Dictionary of Occupational Titles 2. Write to: Associated Credit Bureaus of America 6707 Southwest Freeway Houston, Texas 77036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FRANKLIN D. ROOSEVELT: FIRST ADMINISTRATION - Election of 1932 - Candidates and issues - New Deal #1 and #2	The student should be able to perform the following activities: 1. Briefly describe the feeling of the public toward the campaign of 1932. 2. Write a biographical sketch of Franklin D. Roosevelt. 3. List some of the legislation passed during the second New Deal. 4. Write a two page paper on the control, planning, and the type of people who developed and carried out the first New Deal programs.	CONCEPT: Part of the New Deal was the WPA which provided work for desolate musicians, as well as others in the fine arts area. OBJECTIVE: The student should be able to name at least three personal attributes needed by musicians.	MUSICIANS: 1. Most of the work of musicians is in the evenings - concert performances for symphony players, evening shows for popular performers. The day may be spent in recording sessions. 2. The more specialized training one can take the better it is. 3. Salaries in this area vary greatly. Earnings depend on experience, ability, length of service, etc. 4. A career in this area is sometimes insecure and is highly competative.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the Roosevelt "Brain Trust." Who were the men, what were their qualifications, etc. 2. Have the students read an account of the activities of the Senator from Louisiana, Huey "Kingfish" Long. 3. Have the students discuss the type of Congress which Roosevelt had in order to pass the legislation that was passed during his presidency. CAREER: 1. Ask a musician to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2376 The Bank Holiday Crisis of 1933 2099 Life in the Thirties, part I 8454 The White Hoise Story, part III 2. San Antonio Public Library: 16mm film - 1932, The Year of Change 3. Harlandale Audio-Visual Center: filmstrips - M-41 The Great Depression and the New Deal G-96 John Nance Garner CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #133 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Music Council 2109 Broadway New York, New York 10023	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GREAT DEPRESSION PROGRAMS - Banks, money, and securities - Direct relief - Public works - Aid to farmers - Aid to business and labor - Aid to homeowners	The student should be able to perform the following activities: 1. Name at least one of the public works projects of the Roosevelt administrations. 2. Briefly describe the efforts of the National Recovery Administration. 3. Write a one page paper on the Agricultural Adjustment Act and its aid to farmers. 4. In two or three paragraphs explain the direct relief efforts of the Federal Emergency Relief Administration.	CONCEPT: The Rural Electrification Administration (REA) was established to bring low-cost electricity to farm families. This provided employment opportunities for linemen. OBJECTIVE: The student should be able to name at least two special qualifications needed by a lineman. Example: agility, etc.	LINEMEN: 1. Linemen install, maintain, and repair telephone and power cables. Some use power-driven hole-digging equipment, erect poles, and climb poles to attach or repair cables. 2. Usually high school or vocational school is a minimum requirement. 3. Telephone linemen average about $3.00 an hour and light and power linemen average about $3.53 an hour. 4. Job opportunities are expected to increase slightly. There is much competition for openings since the job appeals to many people.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research the way that actors and playwrites were given jobs to perform during the depression. Have them discuss if this would be a good idea today. 2. Have the students portray a radio broadcast by the opponent of the New Deal, the "Radio Priest", Father Charles E. Coughlin. 3. Have the students draw parallels between New Deal programs and programs of Lyndon Johnson's Great Society. CAREER: 1. Ask a lineman to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2099 Life in the Thirties, part I 8416 29 Boom and 30's Depression CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #28 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: International Brotherhood of Electrical Workers 1200 15th Street NW Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NEW DEAL AND CONSERVATION - Background - CCC - PWA - Soil conservation - Building dams - TVA	The student should be able to perform the following activities: 1. Briefly discuss Roosevelt's concern for conservation. 2. Write a two page paper on the establishment of the TVA. 3. In two or three paragraphs discuss the importance of the Civilian Conservation Corps.	CONCEPT: Soil conservation is a primary concern of soil conservationists. OBJECTIVE: The student should be able to name at least two job responsibilities of soil scientists.	SOIL SCIENTISTS: 1. Soil scientists apply scientific knowledge and methods to soil management. They also develop new breeds of fertilizers and new conservation practices. 2. A bachelor's degree is the minimum education requirement for a soil scientist. 3. The starting salary is usually around $6500. Top men in the field can earn $15,000+. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students do research on the Department of Agriculture and how it helps the farmer today. 2. Have the students read the book, The Grapes of Wrath. 3. Have the students compare the efforts of Theodore Roosevelt and Franklin Roosevelt in the area of conservation. CAREER: 1. Arrange to have a soil scientist speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #220 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Soil Science Society of America 677 South Segoe Road Madison, Wisconsin 53711	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FRANKLIN D. ROOSEVELT: SECOND ADMINISTRATION - Election of 1936 - Candidates and issues - Fight with the Supreme Court - Recession of 1937 - Acts to curb recession	The student should be able to perform the following activities: 1. Briefly discuss the President's fight with the Supreme Court. 2. List the causes of the recession of 1937. 3. In a two page paper, discuss Roosevelt's deficit spending. 4. Briefly discuss the large and comfortable margin by which Roosevelt won the election of 1936.	CONCEPT: A sizeable amount of Roosevelt's New Deal legislation during his second administration dealt with agriculture. Some of the legislation provided new job opportunities for engineers in the area of agricultural engineering. OBJECTIVE: The student should be able to name at least two job responsibilities of agricultural engineers.	AGRICULTURAL ENGINEER: 1. Agricultural engineers apply scientific and engineering principles to agricultural problems in the areas of farm machinery and equipment, farm buildings, electric power, and soil and water conservation. 2. At least a bachelor's degree is necessary for agricultural engineers. 3. The beginning salary is around $9500 yearly. Some agricultural engineers make as much as $25,000+.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research and discuss the ideological position of the Justices of the Supreme Court today. 2. Have the students name and discuss the recent elections which have been close races. 3. Have the students research the basic ideas of John M. Keynes. CAREER: 1. Ask an agricultural engineer to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2099 Life in the Thirties, part I 8454 The White House Story, part III CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #202 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Society of Agricultural Engineers 2950 Niles Road St. Joseph, Michigan 49085	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CAUSES OF WORLD WAR II - Totalitarianism - Militarism - Nationalism - Imperialism - Failure of appeasement - Lack of collective security - America's neutrality legislation - Axis aggression	The student should be able to perform the following activities: 1. List the countries taken over by Hitler before the United States entered the fighting. 2. List the characteristics of a totalitarian government. 3. Explain briefly how Hitler was able to take both Czechoslovakia and Austria with little bloodshed. 4. Briefly discuss the importance of the Neutrality Act of 1935.	CONCEPT: The Axis nations spent much money devising new weapons and battle techniques. In this endeavor, chemical engineers were important in developing the destructive chemicals used by the Axis powers. OBJECTIVE: The student should be able to list two job responsibilities of chemical engineers. Example: design equipment, etc.	CHEMICAL ENGINEER: 1. Chemical engineers apply principles of chemistry and engineering to production and processing operations. 2. A bachelor's degree is essential for positions in this field. 3. The starting salary for chemical engineers is around $7800. Some may earn as much as $20,000+. 4. The career opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students point out which countries of the world exist under the political system of totalitarianism today. 2. Have the students collect cartoons and articles about World War II. 3. Have the students research the life and attitudes of Adolph Hitler. CAREER: 1. Arrange to have a chemical engineer speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2100 Life in the Thirties, part II 2074 Hitler, part I 2393 The Twisted Cross 2. Harlandale Audio-Visual Center: 16mm films - 16-428 WW II - Background and Causes 16-493 WW II - 1931-1941 filmstrip - M-42 Outbreak of WW II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #1 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Institute of Chemical Engineers 345 East 47th Street New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE UNITED STATES AND WW II - Isolation - Election of 1940 - Pearl Harbor - Mobilization - Public opinion - Allied position and strategy	The student should be able to perform the following activities: 1. Briefly discuss the attack on Pearl Harbor, December 7, 1941. 2. List the actions taken to mobilize the United States forces. 3. Explain what is meant by the "Grand Coalition." 4. Define the term "isolation."	CONCEPT: When the natural rubber supply from Southeast Asia was cut off from the United States, scientists developed synthetic rubber. The rubber industry is an important industry. OBJECTIVE: The student should be able to name at least three important uses of rubber in the United States today. Examples: tires, conveyor belts, etc.	RUBBER INDUSTRY WORKERS: 1. Some of the production workers involved in the manufacture of rubber products are plasticizing-machine operators, pressmen, assemblers, hand and machine trimmers, packers, inspectors, etc. 2. Workers with at least a high school education are preferred by most rubber companies. 3. The salaries in 1966 ranged from about $2.64 to $3.76 an hour. 4. The job opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read the speech which Roosevelt delivered to the Congress asking that war be declared against Japan. 2. In a class discussion, have the students discuss the pro's and con's concerning American recovery from the depression because of the war. 3. Have the students compare the uniforms of World War I to the uniforms of World War II. CAREER: 1. If possible, arrange to have a rubber industry worker speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film - America at War, 1941-1945 2. Harlandale Audio-Visual Center: record - PR-592 Caedmon Record Education Sampler, side 1 - FDR Reading his Declaration of War 16mm films - 16-414 FDR, Third Term to Pearl Harbor 16-494 World War II, 1942-1945 filmstrip - M-43 America in World War II 3. Education Service Center, Region 20: 16mm film - 8891 Failure of American Neutrality, 33-39 CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #129 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MILITARY ASPECT OF WORLD WAR II - In Europe - In the Pacific - Allied conferences	The student should be able to perform the following activities: 1. Name and describe the weapon which ended the war in Japan. 2. List the Allied Conferences of World War II. 3. Write a biographical sketch of Dwight David Eisenhower or Douglas McArthur. 4. In a two page paper, discuss the African Campaign against the Germans.	CONCEPT: Careers in the Armed Forces offer many job opportunities. OBJECTIVE: The student should be able to name at least ten job opportunities in the Armed Forces.	ARMED FORCES: 1. The united States Armed Forces is composed of the Army, Navy, Marine Corps, Air Force, and Coast Guard. 2. The Armed Forces often provides young people with training and experience very suitable for a civilian career. 3. Pay rates are identical for comparable ranks in all branches of the Armed Forces.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students view the movie "Tora, Tora, Tora." 2. Have the students research the figures on the men and equipment used to launch the invasion of France. 3. Have the students compare the weapons of World War II with the weapons of other wars. 4. Have the students arrange a display of photographs from magazines of the Allied Conferences of World War II. CAREER: 1. Ask a representative from the Armed Forces to speak to the class about opportunities in the Armed Forces.	CURRICULUM: 1. Harlandale Audio-Visual Center: 16mm films - 16-494 World War II, 1942-1945 16-440 Churchill-Champion of Freedom record - PR-111 American History In Sound-WW II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #161 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
END OF WORLD WAR II - Election of 1944 - Death of Roosevelt - Vice-President Harry S. Truman becomes President - German surrender - Japanese surrender - Potsdam	The student should be able to perform the following activities: 1. List the events which led to the surrender of the Germans. 2. In a two page paper, discuss the far reaching effects of the agreements at Potsdam. 3. Write a brief biographical sketch of Harry S. Truman.	CONCEPT: The Allied forces dropped the first atomic bomb on the Japanese city of Hiroshima. Today, atomic energy technicians are working toward the peaceful use of atomic energy. OBJECTIVE: The student should be able to name at least two job responsibilities of atomic energy technicians.	ATOMIC ENERGY TECHNICIANS: 1. Atomic energy technicians operate nuclear reactors, particle accelerators, X-ray machines, and slave manipulators. They also monitor work areas and equipment to detect radiation, decontaminate, and dispose of radioactive waste. 2. A high school education plus either some college, trade or technical school, or on-the-job training is necessary. 3. The salaries range from $3900 to $7800 yearly. 4. The demand for atomic energy technicians is increasing rapidly.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students compare the power of the weapon in Japan (TNT) to the thermo-nuclear weapons of today. 2. On a map, have the students identify the countries taken over by the Soviet Union. 3. Have the students make a chart comparing the total death of World War I and World War II. 3. Have the students research the accounts of the death of Hitler. CAREER: 1. If possible, arrange to have an atomic energy technician visit the class to discuss his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2134 Not So Long Ago, part I 2075 Hitler, part II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #315 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Atomic Energy Commission, USA Division of Labor Relations Washington, D.C. 20545	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RESULTS OF WORLD WAR II - Economic - Social - Political - Physical	The student should be able to perform the following activities: 1. List the countries occuppied by the Soviet Union. 2. In two or three paragraphs, discuss how Germany was divided after the war. 3. Briefly discuss Europe's need to rebuild the economy after the war.	CONCEPT: New applications of psychology were discovered and developed during World War II. It was found that soldiers who came out of combat with mental and emotional problems could be helped. OBJECTIVE: The student should be able to name at least four places where psychologists are employed. Examples: schools and hospitals, etc.	PSYCHOLOGISTS: 1. Psychologists study human behavior by means of psychological tests, personal interviews, case histories, experiments, surveys, etc. 2. A master's degree is the minimum requirement for a psychologist. 3. Earnings vary considerably in this field. They may range from $15,000 to $45,000+ a year.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students discuss the moral implications of the mass killing of Jews by the Germans, the excuse of the Germans, and the formation of the Jewish nation. 2. Have the students research and discuss the Marshall Plan. 3. Have the students research the life of Winston Churchill. CAREER: 1. Ask a psychologist to speak to the class about his profession.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 2002 Aftermath of WW II - Prologue to the Cold War 2. San Antonio Public Library: 16mm film - Newsparade of the Year, 1946 CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #137 Occupational Outlook Handbook Dictionary of Occupational Titles 2. Write to: American Psychological Association 1200 17th Street NW Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE UNITED NATIONS - Formation - Purposes - Organization - Special agencies - Comparison to the League of Nations - Evaluation of effectiveness - Problems - Future	The student should be able to perform the following activities: 1. List some of the U.N. agencies involved in humanitarian efforts. 2. In a two page paper, compare the League of Nations with the United Nations. 3. Briefly discuss the General Assembly and the role of the Secretary-General. 4. In a paragraph, explain the purpose of the United Nations.	CONCEPT: The United Nations has special agencies dealing with the nutritional needs of people of the world. Dietitians are an integral part of these agencies. OBJECTIVE: The student should be able to name at least four jobs in which dietitians are needed.	DIETITIAN (DIETICIAN): 1. Dietitians plan diets and menus, supervise food preparation and service, manage and administer food-service activities, etc. 2. A college degree in nutrition or institution management is usually necessary. 3. Salaries usually range from $6000 to $15,000+. 4. The employment outlook in this field is excellent. There is a need for about 2000 new graduates a year.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research and discuss the effort put forth by the United Nations to agree upon a definition of "aggression." 2. Have the students act out a meeting of the Security Council and then discuss the difficulties involved in such a meeting. 3. Have the students research and give reports on the men who have held the position of Secretary-General. 4. Have the students list the names of all the nations which are members of the United Nations. CAREER: 1. Ask a dietitian to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 2135 Not So Long Ago, part II 2. San Antonio Public Library: 16mm films - Highlights of the U.N. Year, 1948 Highlights of the U.N. Year, 1950 Pattern for Peace People's Charter The First Twenty-five Years The Microstates The United Nations The United Nations in Crisis 3. Harlandale Audio-Visual Center: 16mm film - 16-455 United Nations, Organization for Peace filmstrip - F-95 Visiting the U.N. School CAREER: 1. Harlandale Audio-Visual Center: cassette tape - Cas.T-37 Dietitian 2. School Counselor or Librarian: SRA Occupational Brief #71	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HARRY S. TRUMAN: THE FAIR DEAL PRESIDENT - Election of 1948 - The Fair Deal - The security menace - McCarthyism	The student should be able to perform the following activities: 1. Briefly discuss the uniqueness of the election of 1948. 2. Write a biographical sketch of Harry S. Truman. 3. In a one page paper, discuss the failure of the Fair Deal. 4. In a two page paper, discuss the "red scare" of Senator McCarthy and Richard M. Nixon.	CONCEPT: Since World War II, the FBI (Federal Bureau of Investigation) has been engaged in a continuous war against organized crime and Communist espionage and subversion. A career in the FBI offers a great challenge. OBJECTIVE: The student should be able to name two duties of FBI agents.	FBI AGENTS: 1. FBI agents investigate violations of federal law, conduct security checks, etc. 2. A college degree is required for FBI agents. The major area of study should be in law or accounting. 3. The salaries range from $9800 to $17,500 a year. 4. There is a low personnel turnover in the FBI. The competition is keen.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw political cartoons with the theme "a red under every bed." 2. Have the students research Truman's effort for civil rights by his establishment of the Committee on Civil Rights. 3. Have the students prepare a report on the Taft-Hartley Act and discuss the importance of the controversial "Section B." CAREER: 1. Ask an FBI agent to speak to the class about his work and the opportunities in this profession.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2388 Joseph McCarthy 2135 Not So Long Ago, part II 8454 The White House Story, part III 2. San Antonio Public Library: 16mm film - Newsparade of the Year 1948 CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #55 Occupational Outlook Handbook Dictionary of Occupational Titles 2. Write to: FBI Department of Justice Washington, D.C. 20535	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
COLD WAR - Origins - Weapons - Philosophy - Mutual defense alliances - Today	The student should be able to perform the following activities: 1. List American and Russian alliances and explain their importance. 2. Briefly discuss the containment policy of George F. Kennan. 3. Define the term "cold war."	CONCEPT: The cold war brought on great scientific competition. The undertaking of space flights was one of the areas of competition. Many opportunities became available for aerospace industries manufacturing workers. OBJECTIVE: The student should be able to name two aerospace industries. Examples: aircraft, space, etc.	AEROSPACE INDUSTRIES MANUFACTURING WORKERS: 1. The majority of jobs in the aerospace industry fall into four major groups: sheet metal work; assembly and installation; toolmaking and machining; and inspecting and testing. 2. Educational requirements vary according to the job, size of the plant, etc. Most plants have on-the-job training programs. 3. In 1968, the average salary for aerospace industries manufacturing workers was $153 a week. 4. The occupational outlook is fairly good in some of the aerospace industries.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research and explain the structure of the NATO Alliance. 2. Have the students present a radio program broadcast by Radio Free Europe. 3. Have the students draw a chart comparing United States foreign aid between 1945 and 1955. CAREER: 1. If possible, arrange to have an aerospace industries manufacturing worker speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 2002 Aftermath of WW II - Prologue to the Cold War 2. San Antonio Public Library: 16mm film - Newsparade of the Year 1949 CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #81 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Aerospace Education Council 815 15th Street NW Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
BERLIN: UNITED STATES SOVIET CONFRONTATION - End of four-power control - Blockade - 1948 - Airlift - 1948 - Blockade lifted - 1949 - Today	The student should be able to perform the following activities: 1. Briefly discuss where and who decided to divide Berlin into four sections. 2. In a one page paper, discuss how the United States broke the Berlin Blockade in 1948. 3. In two or three paragraphs discuss the erection of the Berlin Wall. 4. Briefly explain the successes of Willie Brant's efforts to unite East and West Germany.	CONCEPT: The pilots who flew the Berlin airlift are heroes to the West Berliners. OBJECTIVE: The student should be able to name at least three attributes necessary for an airline pilot.	AIRLINE PILOTS: 1. It is the job of an airline pilot to operate the plane on the ground and in flight, watch instrument panels, make preparations for flight, prepare flight plan, supervise the crew, etc. 2. At least a high school diploma is necessary. Some companies require at least two years of college; however, a degree is preferred. 3. The salaries range from $13,500 to $28,000+. 4. The employment outlook is fairly good in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have some of the students draw models of C-47's and C-54's that carried supplies to Berlin during the blockade. 2. Have the students stage a Cabinet meeting to discuss the Berlin Blockade of 1948. 3. Have the students draw a map of East and West Germany and then pinpoint the location of Berlin. CAREER: 1. Arrange to have an airline pilot speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm films- Newsparade of the Year 1948 Newsparade of the Year 1949 West Berlin - The Struggle for Survival CAREER: 1. Harlandale Audio-Visual Center: cassette tape - CasT-39 Commercial Pilot 2. School Counselor or Librarian: SRA Occupational Brief #31 Occupational Outlook Handbook Dictionary of Occupational Titles 3. Write to: Airline Pilots Association International 1329 East Street NW Washington, D.C. 20004	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
KOREAN CONFLICT - Korea after WW II - Communist aggression against South Korea, 1950-1953 - MacArthur-Truman controversey - Truce Agreement, 1953 - Korea since 1953	The student should be able to perform the following activities: 1. Write a biographical sketch of Douglas MacArthur. 2. In a one page paper, discuss why the South Korean army was so weak. 3. Briefly discuss the successes and the failures of the military campaigns waged by the United States in Korea. 4. In a two page paper, discuss the pro's and con's of the firing of Douglas MacArthur.	CONCEPT: Interpreters are an important part of conferences set up to reach truce agreements. OBJECTIVE: The student should be able to name three different situations in which an interpreter would be necessary. Example: U.N. speech, etc.	INTERPRETER: 1. An interpreters job is to translate the spoken passages of a foreign language into another specified language. 2. There are usually no formal education requirements for an interpreter. It is, however, preferred to have some college background. A special requirement is that of having lived or traveled in foreign countries. 3. The average salary is from $5500 to $7500 yearly. A top-ranking conference interpreter makes about $15,000 yearly and a free-lance interpreter makes around $50 a day. 4. There are approximately 1500 interpreters with a great need for more.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students stage a confrontation between Mao-Tse-Tung and Chaing-Kai-Shek. 2. Have the students debate the following topic: "U.S. involvement in Korea: Police action or all out war." 3. Have the students research the efforts by Douglas MacArthur to rally support against his firing by President Truman. CAREER: 1. Ask an interpreter to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 2135 Not So Long Ago, part II 2. San Antonio Public Library: 16mm films - Newsparade of the Year 1950 South Korea CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #143 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: The Language Service 141 East 44th Street New York, New York 10017	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE TWO EISENHOWER ADMINISTRATIONS - Election of 1952 - Desegregation - Foreign policy - Eisenhower doctrine - Election of 1956 - Middle East - Quemoy crisis - Other problems and accomplishments	The student should be able to perform the following activities: 1. Briefly discuss the desegregation design of the Supreme Court in 1954. 2. Write a biographical sketch of John Foster Dulles. 3. Discuss the idea of "massive retaliation." 4. In two or three paragraphs discuss the U-2 incident. 5. In a two page paper, discuss the Suez Crisis and the Israeli-Egyptian War.	CONCEPT: The Soil Bank Act of 1956 was passed during Eisenhower's administration. It was primarily a conservation move. Today there are many jobs available in the area of conservation. One of these is a range manager. OBJECTIVE: The student should be able to name at least two job responsibilities of range managers.	RANGE MANAGER (RANGE CONSERVATIONIST OR RANGE SCIENTIST): 1. Range managers manage, develop, and protect rangelands and their resources. They establish grazing plans, evaluate forage resources, restore deteriorated rangelands, and determine other range conservation and development needs. 2. The minimum education requirement is usually a bachelor's degree with a major in range management or range conservation. 3. In 1970, starting salaries usually ranged from $6548 to $8098. 4. The employment outlook in this field is fair.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students compare the size of the United States before Alaska and Hawaii were admitted to the Union. 2. Have the students discuss the results of the Eisenhower Doctrine. 3. Have the students prepare a bulletin board using campaign slogans of the 1950's. 4. Have the students research and play the type of music that was popular in the 1950's. 5. Have the students do a follow-up study on the life of Francis Gary Powers and his whereabouts today. CAREER: 1. If possible, have a range manager speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8454 The White House Story, part III 2. San Antonio Public Library: 16mm film - D.D. Eisenhower CAREER: 1. School Counselor or Librarian: Occupational Outlook Handbook Dictionary of Occupational Titles 2. Write to: Society for Range Management 2120 South Birch Street Denver, Colorado 80222	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
JOHN F. KENNEDY - Election of 1960 - Peace Corps - Cuban Crisis - Domestic affairs - Foreign affairs - Assassination - Vice-President Lyndon B. Johnson becomes President	The student should be able to perform the following activities: 1. List four major attempts at social legislation by the Kennedy administration. 2. Briefly discuss the facts and the mysteries of President Kennedy's assassination. 3. List some of the provisions of the Alliance for Progress. 4. In a two page paper discuss the Bay of Pigs invasion. 5. Write a three page report on the events surrounding the Cuban Missle Crisis.	CONCEPT: The Peace Corps offers a variety of opportunities for people interested in helping other people. OBJECTIVE: The student should be able to name at least three special qualities needed by Peace Corps workers.	PEACE CORPS WORKERS: The Peace Corps is a practical result of President Kennedy's inaugural plea: "Let us begin." The first step to take in applying for the Peace Corps is to fill out an application and to take the Peace Corps Placement Test. Evaluations of the application and of the test are made on the basis of the applicant's general suitability: his skills, language ability, psychological maturity, and so forth. If accepted, you then enter a training program. This takes up the first four months of the two year service.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students speculate as to why the Kennedy administration was called the "New Frontier" and what this did to the so called "Youth Revolution." 2. Have the students view the movie "PT-109." 3. Have the students research the production of sugar since the Communist take-over in Cuba. 4. Have the students view the movie "Topaz." CAREER: 1. If possible arrange to have a present or former member of the Peace Corps speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2005 Age of Kennedy, part I 2006 Age of Kennedy, part II 2. San Antonio Public Library: 16mm films - The Death of President Kennedy The Cuban Crisis The Years Under Castro 3. Harlandale Audio-Visual Center: record- PR-592 Caedman Record Education Sampler side 1 - JFK Reading His Inaugural Address magnetic tape - MT-38 Footnotes of History, Kennedy, Inaugural Address 1961 CAREER: 1. Write to: The Peace Corps Information Service Washington, D.C.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE UNITED STATES AND VIETNAM - North Vietnam - South Vietnam under President Diem, 1955-1963 - Downfall of Diem in 1963 - Escalation of the war - Peace offences - Doves versus Hawks - Peace agreement - Recent developments	The student should be able to perform the following activities: 1. List the basic differences between the "doves" and the "hawks" in the Senate of the United States. 2. In a one page paper, discuss the events surrounding the Gulf of Tonkin Resolution. 3. Briefly discuss the role the United States played in the ousting of Diem. 4. In two or three paragraphs discuss the fall of the French and the establishment of the two Vietnams.	CONCEPT: The Vietnam War has left many young men with severe disabilities. There is a great need for rehabilitation counselors to help these men lead active and productive lives. OBJECTIVE: The student should be able to name two job responsibilities of a rehabilitation counselor.	REHABILITATION COUNSELOR: 1. The rehabilitation counselor helps his client adjust physically, mentally, and socially. Job counseling is one of the primary jobs of a rehabilitation counselor. 2. Usually a master's degree in vocational counseling, psychology, or a related field is required. 3. A rehabilitation counselor with a master's degree usually has a starting salary of about $8000. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw a map of Southeast Asia and label the countries that were created at the Geneva Convention of 1954. 2. Have the students discuss the Pentagon Papers issue. 3. Have the students compare the opposition to the War of 1898 to the War in Vietnam. 4. Have the students name as many "hawks" and "doves" as they can. CAREER: 1. Ask a rehabilitation counselor to speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm films - Guardian at the Gate Vietnam Report, 1966 Vietnam - Why? 2. Harlandale Audio-Visual Center: filmstrip with record - M-64 Introduction to Vietnam w/r PR-218 CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #140 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Rehabilitation Counseling Assn. 1605 New Hampshire Avenue NW Washington, D.C. 20009	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
LYNDON B. JOHNSON - Election of 1964 - The Great Society - Domestic affairs - Foreign affairs - The Dominican Republic crisis	The student should be able to perform the following activities: 1. Briefly discuss the historic results of the election of 1964. 2. List some of the goals of the Great Society. 3. List six major legislative accomplishments of the Great Society. 4. In a two page paper, discuss U.S. involvement in the Dominican Republic.	CONCEPT: In 1966 the Clean Rivers Restoration Act was passed to provide funds for sewage treatment plants. Today there are good opportunities for sewage plant operators. OBJECTIVE: The student should be able to name at least two job responsibilities of sewage plant operators.	SEWAGE PLANT OPERATOR: 1. Sewage plant operators perform a number of tasks: reading meters and gages, compiling log sheets, operating screening devices, making minor repairs on equipment, sampling wastewater, etc. 2. Employers usually prefer applicants who have a high school diploma. Extensive on-the-job training programs are conducted by the employers. 3. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students give reports on the Office of Economic Opportunity (OEO) and discuss how this agency has affected us locally. 2. Have the students gather political cartoons portraying LBJ's administration. 3. Have the students discuss the activities of the Democratic National Convention held in Chicago in 1968. CAREER: 1. Ask a sewage plant operator to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film - 8454 The White House Story, part III 2. San Antonio Public Library: 16mm films - Democracy in Action L.B.J. 3. Harlandale Audio-Visual Center: filmstrip - G-97 Lyndon B. Johnson CAREER: 1. School Counselor or Librarian: Occupational Outlook Handbook Dictionary of Occupational Titles 2. Write to: Water Pollution Control Federation 3900 Wisconsin Avenue NW Washington, D.C. 20016	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RICHARD M. NIXON - Election of 1968 - Domestic affairs - Foreign affairs - Election of 1972 - Today	The student should be able to perform the following activities: 1. Briefly discuss the candidates and the issues in the election of 1968. 2. In a two page paper, discuss President Nixon's attempts to curb inflation. 3. Briefly compare the Southeast Asia policies of Nixon and Johnson. 4. Explain Nixon's overwhelming victory in the election of 1972.	CONCEPT: Unemployment has been a major concern during the Nixon administration. In times such as these, employment service interviewers are kept busy. OBJECTIVE: The student should be able to list at least three duties performed by an employment service interviewer.	EMPLOYMENT SERVICE INTERVIEWERS: 1. Employment service interviewers may work for either a public or a private service. They try to find the right job for each applicant. 2. The education requirement for employment interviewers varies. Some public employment services require a college degree. 3. In private agencies, employment interviewers work either on a commission or on a salary and bonus plan. In public agencies starting salaries range from $3500 to $7800 a year.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research and evaluate the success or failure of the Vietnamization program. 2. Have the students research the cuts by Congress in the aerospace programs. 3. Have the students write letters to the President expressing their views on the space program of the United States. CAREER: 1. Ask an employment service interviewer to speak to the class about his job.	CURRICULUM: 1. San Antonio Public Library: 16mm film - Profile of a President CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #325 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Employment Association 2000 K Street NW Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NUCLEAR ENERGY AND MISSLE DEVELOPMENT - International control - Peaceful uses - Atoms-for-Peace Plan - Nuclear Bomb Testa - Missles	The student should be able to perform the following activities: 1. Write three or four paragraphs discussing the Test-Ban Treaty. 2. Briefly discuss the expense and controversey over missle procurement. 3. List ways that atoms are used in peace.	CONCEPT: With the advent of nuclear energy, nuclear engineers have become in demand. OBJECTIVE: The student should be able to name two jobs performed by a nuclear engineer.	NUCLEAR ENGINEER: 1. Nuclear engineers work with the research and development of neutrons andd radiation and with radioactive materials. 2. There are some opportunities for an individual with a bachelor's degree in mechanical engineering; however, a master's degree in nuclear engineering is preferred. 3. Salaries usually range from $5525 to $18,000 a year. 4. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research and give reports on as many unclassified nuclear accidents as they can. 2. Have some students give reports on the total cost of the development and production of the ABM System. 3. Have a student explain how a nuclear reactor works. 4. Have the students prepare a bulletin board display on surface to surface and surface to air missles. CAREER: 1. If possible arrange to have a nuclear engineer speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film - Mankind and the Atom 2. Harlandale Audio-Visual Center: filmstrip - M-44 Atomic Age and Challenge of Communism CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #203 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Nuclear Society 244 East Ogden Avenue Hinsdale, Illinois 60521	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SOVIET EFFORTS IN SPACE - Sputniks - Manned flight - Effect on the United States	The student should be able to perform the following activities: 1. Briefly discuss the American reaction to the Soviet launce of Sputnik. 2. In a one page paper, discuss the plans of the Soviet Union in regards to exploring the moon. 3. List the Soviet space ventures since the first Sputnik launching. 4. Briefly explain how the Soviet space effort affected the structure of the educational curriculum in the United States.	CONCEPT: Aercspace technicians are an important part of any space effort. OBJECTIVE: The student should be able to name the four categories in which aerospace technicians work.	AEROSPACE TECHNICIANS: 1. Aerospace technicians are experimentalists. Their work can be divided into four categories: research, development, production, and testing. 2. Usually two years of college-level training is necessary. 3. Aerospace technicians usually earn from $460 to $1050 a month. 4. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students research and gather pictures about the Soviet efforts in space. 2. Have the students compare the Soviet and United States names for spacecrafts and for space operations. 3. Have the students draw pictures of some of the Soviet space vehicles. CAREER: 1. Ask an aerospace technician to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #381 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: NASA Educational Programs Division Washington, D.C. 20546	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
UNITED STATES EFFORTS IN SPACE - Series of unmanned flights - Mercury - Gemini - Apollo - Today - Future	The student should be able to perform the following activities: 1. List the costs of the space programs in the 1960's. 2. Discuss the accomplishments of the Apollo program in a two page paper. 3. Briefly explain the purpose of the unmanned space flights.	CONCEPT: With the advent of space flight, there became a need for aerospace engineers. OBJECTIVE: The student should be able to name two areas of specialization for aerospace engineers.	AEROSPACE ENGINEER: 1. An aerospace engineer plans, designs, develops, tests, and supervises production of aircraft, missles, and rockets. 2. At least a bachelor's degree in aeronautical engineering is necessary. A graduate degree is preferable for many positions. 3. The salaries range from about $9000 to $20,000+ yearly. 4. The demand in this field is not as great as it has been in previous years.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students discuss the reasons for some opposition to the space programs in the United States. 2. Have the students make a list of all the American astronauts who have made a space flight. 3. Have the students research and give an account of all the materials left on the moon by American expeditions. CAREER: 1. Ask an aerospace engineer to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films - 2246 The Proud Conquest, Gemini VI & VII 8532 Network to Space 2. San Antonio Public Library: 16mm films - The Apollo Project Destination Moon Flight of Apollo VII Flight of Friendship VII Mission to the Moon The Story of the Space Age A Walk on the Moon 3. Harlandale Audio-Visual Center: 16mm films - 16-591 America on the Moon 16-202 America in Orbit (Glenn) CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #201 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE AMERICAN WAY OF LIFE - Suburbs - Automobile - Mass culture - Problems - Progress - Future	The student should be able to perform the following activities: 1. Briefly discuss the effect of Ralph Nader on the automobile safety program. 2. Name some federal attempts to try to aid the decaying urban centers. 3. In a two page paper, explain how television has changed the American way of life. 4. Briefly discuss how leisure time has developed a "pop-culture."	CONCEPT: More and more cars mean more and more needed space in which to park them. Parking attendants are used by many parking lots and garages. OBJECTIVE: The student should be able to name two necessary qualifications for a parking attendant.	PARKING ATTENDANTS: 1. Parking attendants park cars in parking lots and garages. They may also perform some or all of the following duties: give claim checks, accept payment, make change, wipe windshields, etc. 2. A high school diploma is not required, but it is preferred by many companies. 3. The pay is usually $1.75 to $2.75 an hour. 4. The employment outlook in this field is fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students compare the type of music they enjoy with the music their parents enjoy. 2. Have the students engage in a discussion of the following topic: The Role of the Family in American Society Today. 3. Have the students draw pictures representing modern city life. CAREER: 1. Ask a parking attendant to speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film - The Auto in America CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #341 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Parking Association 1101 17th Street NW Washington, D.C. 20036	

APPENDIX

SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

1. Interviews
2. Skits
3. Theme writing
4. Bulletin Boards
5. Debates
6. General Discussion
7. Small group discussion
8. Committee work
9. Individual or group study
10. Oral reports
11. Newspaper articles
12. Field trips
13. Movies
14. Filmstrips
15. Slides
16. Overhead and/or opaque projections
17. Collect want ads
18. Write want ads
19. Employment Security Commission job lists
20. Exhibits
21. Collect materials
22. Observation
23. Role playing
24. Resource person
25. Brainstorming
26. Games
27. Research projects
28. Demonstrations
29. Prepare lists
30. Radio and Television Programs
31. Projects
32. Illustrations
33. Chalktalks
34. Panel discussions
35. Make files
36. Tests
37. Problem solving
38. Prepare charts and graphs
39. Window displays
40. Write letters
41. Assigned reading
42. Thought problems
43. Prepare speeches
44. Notebooks
45. Scrapbooks
46. Lecture

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H. E. Beam and J. R. Clary, North Carolina)

CAREER DEVELOPMENT CONCEPTS

Work has dignity.

Individuals work to meet personal and social needs.

People work for various rewards or satisfactions.

School is part of the preparation for a career.

Individuals need special training for some careers.

Individuals are people, thing or idea oriented.

In many careers cooperation among workers is essential.

Some workers produce goods; others produce services.

Specialization leads to interdependency among people.

Positions are related within job families.

Careers are grouped by job families.

Supply and demand help determine career choice.

Career choice affects the individual's total life.

Geographical location determines kinds of work found therein.

Technological and sociological changes eliminate and create jobs.

Individuals need a good general education as preparation for a changing world.

School subjects have significance for career exploration.

Leisure time activities affect career choice.

Career choice is a developmental process.

Individuals differ in their abilities, interests, attitudes, and values.

Exploratory work experience helps improve knowledge about careers.

Interaction with workers help improve knowledge about careers.

Observation of people at work helps improve knowledge about careers.

Workers of the future may have to retrain two or more times during a lifetime.

Information about careers is needed by all individuals.

Individuals live in a particular geographical location due to the nature of their work.

Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.

Individuals' socio-economic backgrounds affect career choices.

A satisfying career contributes to mental health.

Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

Relating career possibilities to school subjects helps improve student motivation.

The individual's attitudes affect success in a career.

Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.

OCCUPATIONAL CLUSTERS

Business and Office Occupations

Marketing and Distribution

Communications and Media Occupations

Construction

Manufacturing

Transportation

Agri-Business and Natural Resources

Marine Science

Environmental Control Occupations

Public Services

Health Occupations

Hospitality and Recreation

Personal Services

Fine Arts and Humanities

Consumer and Homemaking Related

THE AGE OF INVENTION AND DISCOVERY
1865 -- 1917

INVENTION	DATE	INVENTOR
Artificial ice	1865	Thaddeus Lowe
Pullman car	1865	George Pullman
Atlantic cable	1866	Cyrus W. Field
Typewriter	1868	Christopher L. Sholes
Automatic car coupler	1868	Eli Hamilton Janney
Railway Air Brake	1868	George Westinghouse, Jr.
Compressed air rock drill	1871	S. Ingersoll
The Goodyear welt shoe-sewing machine	1871	Charles Goodyear
Barbed wire	1874	Joseph F. Glidden
Railway refrigerator car	1875	G. F. Swift Co.
Carpet sweeper	1876	Melville R. Bissell
Telephone	1876	Alexander Graham Bell
Phonograph	1877	Thomas A. Edison
Electric arc lighting	1878	Charles F. Brush
Cash register	1879	James Ritty
Incandescent light	1879	Thomas A. Edison
Evaporated milk	1880	John B. Meyenberg
Color photography	1881	Frederick E. Ives
Fountain pen	1884	Lewis E. Waterman

INVENTION	DATE	INVENTOR
Linotype	1884	Ottmar Mergenthaler
Tabulating machine	1885	H. Hollerith
Graphophone and dictaphone	1885	Charles S. Tainter
Gramophone	1887	Emile Berliner
Adding machine	1888	William Burroughs
Trolley car (practical system)	1888	Frank J. Sprague
"Kodak"	1888	George Eastman
Acetylene gas	1892	Thomas L. Wilson
Electric motor (AC)	1892	Nikola Tesla
Zipper	1893	W. L. Judson
Motion pictures (kinetoscope)	1893	Thomas A. Edison
Safety razor	1895	King C. Gillette
Gasoline automobile in U.S.	1895	George Baldwin Selden
Vacuum cleaner	1899	John Thurman
Caterpillar tractor	1900	Benjamin Holt
Rayon	1902	Arthur D. Little
Nickel storage battery	1903	Thomas A. Edison
Airplane	1903	Orville & Wilbur Wright
Radio vacuum tube	1907	Lee De Forest

INVENTIONS	DATE	INVENTOR
Plastic (Bakelite)	1907	Leo H. Baekeland
Tungsten lamp	1910?	William D. Coolidge
Air conditioning	1911	Willis H. Carrier
Hydroplane	1911	Glenn H. Curtiss
Flying boat (Seaplane)	1912	Glenn H. Curtiss
Vacuum tube oscillator	1912	Lee De Forest
Radio receiver (cascade tuning)	1913	Ernst F. W. Alexanderson
Talking motion pictures	1913	Thomas A. Edison
Radio transmitter (triode modulation)	1914?	Ernst F. W. Alexanderson
Radio tube oscillator	1915?	Lee De Forest
X-Ray tube	1916?	William D. Coolidge
Submarine detector	1917	Max Mason

SOME OUTSTANDING IMMIGRANTS TO THE UNITED STATES

I. Great Britain
   a. Alexander Graham Bell - invented telephone
   b. Andrew Carnegie - steel magnate
   c. William W. Mayo - physician and surgeon
   d. Joseph Priestley - chemist

II. China
   a. Lin Yutang - writer
   b. Ieoh Ming Pei - architect

III. France
   a. Lily Pons - opera star
   b. Pierre Charles L'Enfant - architect, design for Washington, D.C.
   c. Eleuthere Irenne DuPont - chemical manufacturer

IV. Germany
   a. John Peter Altgeld - Illinois governor
   b. John J. Bausch and Henry Lomb - optical equipment manufacturers
   c. John Roebling - engineer, designed Brooklyn Bridge

V. Ireland
   a. Peter F. Collier - magazine publisher
   b. Victor Herbert - composer
   c. Augustus Saint-Gaudens - sculptor

VI. Italy
   a. Enrico Fermi - atomic scientist
   b. Arturo Toscanini - conductor of symphany orchestra
   c. Gian-Carlo Menotti - composer

VII. Russia
   a. George Balanchine - choreographer
   b. Igor Sikorsky - invented the helicopter
   c. Igor Stravinsky - composer

VIII. Yugoslavia
- a. Michael Pupin - scientist and inventor
- b. Artur Rodzinski - conductor

IX. Scandinavia
- a. William Knudsen - General Motors president - Denmark
- b. Jacob Riis - writer - Denmark
- c. Knute Rockne - football coach - Norway
- d. John Ericsson - engineer, ironclad warship Monitor - Sweden

X. Jewish from various countries
- a. Felix Frankfurter - Supreme Court Justice - Austria
- b. Frederick Loewe - composer - Austria
- c. Samuel Gompers - labor leader - England
- d. Albert Einstein - theoretical physicist - Germany
- e. Edward Teller - atomic scientist - Hungary
- f. Irving Berlin - composer - Russia
- g. David Sarnoff - radio and television executive - Russia
- h. Selman Waksman - microbiologist, discovered antibiotics - Russia
- i. Harry Warner - motion picture producer - Russia

SOME INFORMATION ABOUT IMMIGRANTS TO THE UNITED STATES OF AMERICA

I. During the Colonial Period, immigrants came from Ireland, Scotland, England, France, Germany, Holland, Sweden, Switzerland, and Wales.

II. About 300,000 immigrants came to the United States from 1789-1825. During this time they came mainly from western and northern Europe.

III. From 1825 to 1860 about five million persons immigrated to the United States. The greatest number of these were from Ireland and Germany.

IV. About nine million came to the United States between 1860 and 1890. These were attracted to the United States for a number of reasons: jobs available in manufacturing and in railroading, the Homestead Act made land available to them, etc.

V. From 1890 to 1920 about nineteen million immigrants came to the United States. These were mainly from eastern and southern Europe.

VI. The picture of immigration from 1920 to the present has been somewhat different. Immigration has been restricted by laws in 1921, 1924, 1929, 1952, and 1957. Recent immigration has primarily been from the Nazis, Hungary, and Cuba.

THE AGE OF IMPERIALISM: U. S. TERRITORIAL ACQUISITIONS

TERRITORY	DATE	COUNTRY	HOW ACQUIRED	PRICE
Alaska and Aleutian Islands	1867	Russia	Purchase	$7.2 million
Midway	1867		Occupation	
Hawaii	1898	Republic of Hawaii	Annexation	
Puerto Rico	1898	Spain	Conquest	
Guam	1898	Spain	Conquest	
Philippine Islands	1899	Spain	Conquest	$20 million
Wake Island	1899		Occupation	
American Samoa	1900		Division with Germany and Britain	
Panama Canal Zone	1904	Panama	Treaty with Panama	$10 million; annual payment of $250,000 beginning 9 years after ratification
Virgin Islands	1917	Denmark	Purchase	$25 million

ORGANIZED LABOR IN THE UNITED STATES

I. Knights of Labor - 1869
Founded by Uriah Stevens
Led by Terence V. Powderly
It was for all workers, both skilled and unskilled.

II. American Federation of Labor - 1881
Organized by Samuel Gompers
Organized into Craft Unions
It was mainly for skilled workers.

III. Industrial Workers of the World - 1905
Led by Eugene V. Debs
Radical Movement
It was for all workers.

IV. Congress of Industrial Organization - 1938
First President - John L. Lewis
It was for all industrial workers.

V. Weapons of Unions
Strike
Strike Fund
Picketing
Boycott
Publicity

VI. Weapons of Employers
Strikebreakers
Financial Resources
Lockout
Injunction
Publicity

THE AGE OF REFORM: Adjusting the New Industrial Order to Democratic Society, 1883-1917

I. Towards Democracy in Industry:

1887 -- Interstate Commerce Act

1890 -- Sherman Anti-Trust Act

1903 -- Elkins Act

1906 -- Hepburn Act

1906 -- Meat Inspection Act

1906 -- Pure Food and Drugs Act

1910 -- Mann-Elkins Act

1913 -- Federal Reserve Act

1914 -- Clayton Anti-Trust Act

1914 -- Federal Trade Commission Act

II. Toward Greater Political Democracy:

A. National level:

1883 -- Pendleton Civil Service Act

1913 -- 16th Amendment

1913 -- 17th Amendment

1920 -- 19th Amendment

B. State and Local level:

Austrialian ballot

Direct Primary

Initiative

Referendum

Recall

C. Municipal level:

Commission government

City-Manager government

THE AGE OF INDUSTRY BRINGS NEW FORMS OF BUSINESS ORGANIZATION

I. Three types of business organization:

- A. Individual proprietorship
- B. Partnership
- C. Incorporation

II. Advantages of the corporation:

- A. Can raise larger amounts of investment capital
  - 1. Stock -- ownership
  - 2. Bonds -- loans
- B. Continuous existence
- C. Limited liability

III. Types of business combinations:

- A. Pooling agreements
- B. Interlocking directorates
- C. Trusts
- D. Holding companies

LEGISLATION TO COMBAT ABUSES IN BIG BUSINESS

LAW	DATE	CONTENT
Interstate Commerce Act	1887	Federal regulation of railroads
Sherman Anti-Trust Act	1890	Outlawed conspiracy in restraint of trade
Elkins and Hepburn Acts	1903, 1906	Rebating severly punished; ICC to set maximum railroad rates
Pure Food and Drug Act	1906	Government inspection of food and drugs in interest of consumer
Clayton Anti-Trust Act	1914	Big business practices that lessened competition or created a monopoly declared illegal
Federal Trade Commission Act	1914	Set up 5-man commission to deter unfair methods of competition
National Industrial Recovery Act	1933	Establishment of rules of fair competition authorized, to spur recovery in industry. Price fixing, production controls, fair trade practices provided for
Wheeler-Rayburn Act	1935	Ordered dissolution of public utility holding companies above the first degree (companies more than once removed from the operating companies)
Robinson-Patman Act	1936	Set up code for price discrimination - fair trade

QUOTATIONS FROM THEODORE ROOSEVELT

"We have room for but one language here, and that is the English language, for we intend to see that the crucible turns our people out as Americans, and not as dwellers in a polyglot boarding house."

"There can be no fifty-fifty Americanism in this country. There is room here for only 100 per cent. Americanism, only for those who are Americans and nothing else."

"I am as strong as a bull moose and you can use me to the limit."

"There is no room in this country for hyphenated Americanism.... The one absolutely certain way of bringing this nation to ruin, of preventing all possibility of its continuing to be a nation at all, would be to permit it to become a tangle of squabbling nationalities."

"To waste, to destroy, our natural resources, to skin and exhaust the land instead of using it so as to increase its usefullness, will result in undermining in the days of our children the very prosperity which we ought by right to hand down to them amplified and developed."

"A man who is good enough to shed his blood for his country is good enough to be given a square deal afterwards. More than that no man is entitled to, and less than that no man shall have."

"No man is justified in doing evil on the grounds of expediency."

"The first requisite of a good citizen in this Republic of ours is that he shall be able and willing to pull his weight."

QUOTATIONS FROM WOODROW WILSON

"It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts -- for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by usch a concert of free people as shall bring peace and safety to all nations and make the world itself at last free."

"It must be a peace without victory.... Victory would mean peace forced upon the loser, a victor's terms imposed upon the vanquished. It would be accepted in humiliation, under duress, at an intolerable sacrifice, and would leave a sting, a resentment, a bitter memory upon which terms of peace between equals can last."

"Sometimes people call me an idealist. Well, that is the way I know that I am an American. America is the only idealistic nation in the world."

"There must be, not a balance of power, but a community of powers not organized rivalries, but an organized common peace."

"The world must be made safe for democracy."

CAUSES OF WORLD WAR I

I. Nationalism: The nations of Europe each desired to annex foreign territory inhabited by members of their own nationality. Subject nationalities (those peoples who had no state of their own) tried to promote war as a way of gaining their political independence.

II. Change in the Balance of Power: The rise of Germany and Italy as powerful new nations.

III. Imperialism: Rivalry over colonial empire and markets.

IV. The Balkan Crises, 1912-1913: Subject peoples of the Balkan countries were trying to throw off Austro-Hungarian domination and establish their independence.

V. Militarism and the Arms Race.

VI. The System of Alliances and Secret Agreements:

A. Triple Alliance (1882):

Austria-Hungary
Germany
Italy

B. Triple Entente (1907)

Britain
France
Russia

Central Powers:

Austria-Hungary
Germany
Bulgaria
Turkey

Allied Powers:

Britain
France
Russia
Rumania
Greece
Portugal
Japan
Italy
United States

RESULTS OF WORLD WAR I

1. Economic:

   a. The total cost of the war was over $350 billion. Paying for the war brought heavy taxation and lower living standards to European peoples.

   b. International trade was disrupted because nations raised tariffs and sought economic self-sufficiency.

   c. In Russia, the Communists seized power and introduced a new economic system.

   d. Economic dislocations caused by the war helped bring on the depression of 1929.

2. Political:

   a. The United States emerged as a leading world power.

   b. Three major European dynasties were dethroned: the Hohenzollerns of Germany, the Hapsburgs of Austria-Hungary, and the Romanovs of Russia.

   c. New national states were created in central Europe out of the former empires of Germany, Austria-Hungary, and Russia. Several contained subject nationalalities, expecially the German-speaking populations of Poland and Czechoslovakia.

   d. The League of Nations was extablished to solve international problems and advance world peace.

   e. Many European nations, beset by economic and political discontent, turned to dictatorship -- notably Russia, Italy, and Germany.

3. Social:

   a. Almost 10 million soldiers were killed and over 20 million wounded.
   b. Millions of civilians died as a result of the hostilities, famine, and disease.
   c. The world was left aflame with hatred, intolerance, and extreme nationalism.

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COSTS OF WORLD WAR I FOR THE U.S.

Cost of war to April 30, 1919	$21,850,000,000
Cost of Army to April 30, 1919	$13,930,000,000
American battle deaths in war	50,000
American wounded in war	206,000
American deaths from disease	57,500
Total deaths in the Army	115,000

CAUSES OF THE GREAT DEPRESSION, 1929

I. Decline of international trade

A. The war-shattered economics of European nations caused unbalanced national budgets and lessened Europe's ability to purchase goods

B. High tariffs erected by the United States caused other nations to retaliate in kind thus preventing purchases of U.S. goods and trade

II. Credit too easy

A. Money was plentiful and cheap; the Federal Reserve Board kept interest rates low

B. Too much borrowing

C. Too much installment buying

D. Banks made unsound loans resulting in bank failures that wiped out savings of large numbers of depositors

III. Overexpansion in industry

A. Industrial plants had been overbuilt during boom years

B. Overproduction of goods beyond market demand caused larger inventories of goods than could be sold.

IV. Agricultural depression following World War I

A. More land had been put into crop production than was needed during peace time

B. Overproduction caused large agricultural surpluses

C. Farm prices and income declined and consequently so did farm purchases of manufactured goods.

D. Many farmers had gone into debt and mortgaged their farms

V. Unsound stock-market practices

A. Too many people wanted to "get rich quick" which caused over-speculation in stocks

B. Too much buying on "margin" (credit)

C. Stock prices too high relative to return on investment

VI. Labor-saving machines

A. Fewer and fewer men produced more and more goods

B. Technological unemployment resulted

C. Unemployed could not buy manufactured goods

VII. Profits to large compared to wages

A. Prices were too high

B. Wages failed to rise sufficiently to keep up with high prices

C. Thus wage earners could not afford to buy enough of the goods they produced

VIII. Political unrest throughout the world

A. Rise of Mussolini and Hitler

B. Japanese designs to conquer Manchuria in China

C. Problem of war debts and reparations in Europe

D. Agitation for independence in India

E. War between Bolivia and Paraguay

TIMETABLE OF AXIS AGGRESSION, 1931-1939

1931-32 -- Seizure of Manchuria from China by Japan

1934 -- Germany threatens to annex Austria

1935 -- Germany annexes the Saar Basin

1935 -- German rearmament; Germany reintroduces military conscription in violation of the Treaty of Versailles

1935 -- Italy's conquest of Ethiopia

1936 -- Germany's remilitarization of the Rhineland (also violates Treaty of Versailles)

1936 -- Formation of Rome-Berlin Axis

1936 -- Recognition of Francisco Franco in Spain by Germany and Italy along with military aid to Franco during Spanish Civil War

1937 -- Japan's renewed attack on and invasion of China

1937 -- Hitler demands recovery of the old German colonies

1937 -- Rome-Berlin-Tokyo Axis formed

March 1938 -- Germany invades Austria; German "Anschluss" (union) with Austria proclaimed

1938 -- Hitler demands Sudentenland (a part of Czechoslovakia)

September 1938 --MUNICH Conference -- APPEASEMENT of Hitler by the Allies: Hitler given Sudetenland

March 1939 -- Fall of Czechoslovakia: Hitler seizes the rest of Czechoslovakia

March 1939 -- Hitler occupies the Port of Memel on the Baltic Sea

April 1939 -- Italy's conquest of Albania

April 1939 -- Germany demands the Polish Corridor and the Port of Danzig

Aug. 21, 1939 -- Nazi-Soviet Non-Aggression Pact

Sept. 1, 1939 -- Germany invades Poland; World War II begins

WORLD WAR II ALLIED CONFERENCES

1. Atlantic Charter, Aug. 14, 1941

   Present: FDR, Churchill

   Decision: War aims stated

2. Washington Conference, Dec. 1941

   Present: FDR, Churchill

   Decision: War in Europe to be given priority over war with Japan

3. Casablanca Conference, Jan. 1943

   Present: FDR, Churchill

   Decisions:

   a. Declared war to be fought until "unconditional surrender" of enemy
   b. Agreed on principle of a second front but not on the location of it
   c. Dwight D. Eisenhower made supreme commander of North African theater

4. Moscow Conference, Oct. 1943

   Present: Foreign Ministers of U.S., Britain, U.S.S.R.

   Decisions:

   a. Agreed on principle of a United Nations organization
   b. Stalin promised Russia would enter war against Japan after defeat of Germany
   c. European Advisory Commission set up for formulating postwar policy for Germany

5. Anglo-American Conference, May 1943

   Present: FDR, Churchill, & Combined Chiefs of Staff

   Decisions:

   a. Date of Normandy invasion set for May 1, 1944

b. Acquistion of Azores authorized for military bases by negotiation with Portugal or by seizure if necessary

6. First Cairo Conference, Nov. 1943

Present: FDR, Churchill, Chiang Kai-shek

Decisions:

a. War in Pacific to be fought until unconditional surrender of Japan
b. Japan to be deprived after war of all her Pacific Islands acquired since 1914
c. All lands taken by Japan from China to be returned
d. Korea should be free and independent

7. Second Cairo Conference, Dec. 1943

Present: FDR, Churchill, Ismet Inonu (President of Turkey)

Decision: Eisehower given command of invasion of Europe

8. Teheran Conference, Now. - Dec., 1943

Present: FDR, Churchill, Stalin ("Big Three")

a. Plans made for invasion of Europe
b. Stalin affirms promise to enter war against Japan

9. Washington Conference, Nov. 1943

Present: Representatives from 44 nations

Decision: United Nations Relief & Rehabilitation Administration (UNRRA) created to deal with hunger and disease in devastated Europe and Far East after the war and start rebuilding

10. Bretton Woods Conference, July 1944

Present: Representatives of 45 nations

Decisions:

a. International Bank for Reconstruction and Development set up
b. International Monetary Fund set up

11. Dumbarton Oaks Conference, Aug. - Oct. 1944

Present: Representatives of U.S., Britain, U.S.S.R., and China

Decision: Draft charter of the United Nations drawn up

12. Yalta Conference, Feb. 1945

Present: FDR, Churchill, Stalin

Decisions:

a. U.S.S.R. promised return of territory taken from her in Russo-Japanese War in 1905 plus Kurile Islands
b. Poland to be compensated with territory from Germany
c. Russia given occupation zone in Korea

13. San Francisco Conference, April 25, 1945

Present: Delegates of 50 nations

Decision: United Nations organized

14. European Advisory Commission, June 1945

Decision: Germany to be divided into four zones with Berlin to be under four-power control of U.S., Britain, France, and U.S.S.R.

15. Potsdam Conference, July 1945

Present: Truman, Attlee, Stalin

Decisions:

a. Council of Foreign Ministers of Big Four to draft treaties with defeated European
b. German economy was to be decentralized

QUOTATIONS FROM WINSTON S. CHURCHILL

"We shall defend every village, every town and every city. The vast mass of London itself, fought street by street, could easily devour and entire hostile army; and we would rather see London laid in ruins and ashes than that it should be tamely and abjectly enslaved."

"The English-speaking peoples through their unwisdom, carelessness, and good nature allowed the wicked to rearm."

"I have nothing to offer but blood, toil, tears and sweat."

"Decided only to be undecided, resolved to be irresolute, adamant for drift, solid for fluidity, all-powerful to be impotent."

"For each and for all, as for the Royal Navy, the watchword should be, 'Carry on, and dread nought.'"

"Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say: 'This was their finest hour.'"

"I got into my bones the essential structure of the ordinary British sentence---which is a noble thing."

"Victory at all costs, victory in spite of all terror, victory however long and hard the road may be; for without victory there is no survival."

"Dictators ride to and fro upon tigers which they dare not dismount. And the tigers are getting hungry."

"This wicked man Hitler, the repository and embodiment of many forms of soul-destroying hatred, this monstrous product of former wrongs and shame."

QUOTATIONS FROM WINSTON S. CHURCHILL --- continued

"In War: Resolution. In defeat: Defiance. In Victory: Magnanimity. In Peace: Good Will."

"Never in the field of human conflict was so much owed by so many few."

"The Great Democracies triumphed, and so were able to resume the follies which had so nearly cost them their life."

"An iron curtain has descended across the Continent."

"The late M. Venizelos observed that in all her wars England---he should have said Britain, of course---always wins one battle--the last."

"Death and sorrow will be the companions of our journey; hardship our garment; constancy and valor our only shield. We must be united, we must be undaunted, we must be inflexible."

"I cannot forecast to you the action of Russia. It is a riddle wrapped in a mystery inside an enigma."

"The British people held the fort ALONE till those who hitherto had been half blind were half ready."

"Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning."

RESULTS OF WORLD WAR II

1. Economic:

   a. The war -- the most costly in history -- exacted military expenditures of over $1,100 billion and caused property damage of over $230 billion.
   b. European and Asian nations, ravaged by military action, faced difficult problems of economic recovery.
   c. The Communist economic system spead from Russia to eastern and central Europe, and to several Asian nations.

2. Social:

   a. The war -- the most destructive in history -- left over 22 million servicemen and civilians dead, and over 34 million wounded. For the United States alone, the dead and wounded totaled over one million.
   b. Several million refugees and displaced persons, uprooted by the war, needed assistance to rebuild their shattered liyes.

3. Political:

   a. Germany, Italy, and japan met complete military defeat, and their totalitarian systems were overthrown.

   b. The United States and Russia emerged as the major world powers and soon came into conflict, the cold war.

   c. Russia acquired an empire of Communist satellite nations.

   d. The Asian and African colonial peoples embraced intense nationalism and hastened the downfall of Western Imperialism.

   e. Great Britain and France declined as world powers and gradually relinquished major portions of their Empires.

   f. The atomic age brought the problem of achieving international control of atomic energy.

   g. To preserve peace, the Allies formed a new international organization, the United Nations.

U. S. FOREIGN RELATIONS 1945 - 1963

I. POST-WORLD WAR II -- A New American Foreign Policy: From Isolationism to World Responsibilities

A. Inauguration of a new era

1. Drop of the Atom Bomb, 1945 -- the Nuclear Age begins -- U.S. sole nuclear power until 1949

2. United Nations organized, 1945

3. U.S. demobilizes (Russia does not)

B. Descent of the "Iron Curtain" -- beginning of the "Cold War"

1. Annexations by Russia:

--Estonia, Latvia, Lithuania
--Territories from Czechoslovakia, Finland, Germany, Poland, Rumania, Japan

C. U.S. Response

1. Truman Doctrine, 1947 -- Greece and Turkey

2. Marshall Plan, 1947 -- Western Europe

3. Point Four Program, 1949 -- underdeveloped nations

II. YEARS OF CHALLENGE, 1948-1953

A. Fall of Czechoslovakia, 1948

B. First Major U.S. - Soviet confrontation: Berlin

1. End of Four-power control of Berlin with Russian walkout

2. Berlin Blockade, June 24, 1948

3. Berlin Airlift, July 1948

4. Blockade lifted, May 12, 1949

C. Divided Germany:

1. West creates Federal Republic of Germany, 1949 -- with limited sovereignty

2. Russia responds with formation of German Democratic Republic, 1949

D. Fall of China, 1949

E. Russia exploeds her first atomic bomb, Sept. 1949 -- first H-Bomb, August 1953

F. Sino-Soviet Mutual Aid Pact, 1950

G. Korean War, 1950-1953

III. POLICY OF "CONTAINMENT" -- Truman, Acheson, Kennan, 1949
Eisenhower, Dulles

A. Mutual Defense Treaties:

1. OAS, 1948

2. NATO, 1949

3. ANZUS, 1951

4. SEATO, 1954

5. CENTO, 1955

Bilateral Pacts:

1. Japan, 1951

2. Philippines, 1951

3. South Korea, 1953

4. Formosa, 1954

B. Mutual Security Program (MSP) -- Foreign aid
(now directed by Agency for International Development - AID)

C. Eisenhower Doctrine, 1957 -- Middle East

D. U.S. lands troops in Lebanon, 1958

IV. THE COLD WAR ENTERS A NEW PHASE: 1953-1961

A. Background:

1. Stalin dies, 1953

2. Eisenhower ends Korean War, 1953

B. Diplomatic maneuvers:

1. Pact of Paris, October 1954

a. Western powers agree on sovereignty for West Germany

b. Germany (West) allowed to rearm as part of Western European Union

c. Federal Republic of Germany invited to join NATO

2. Warsaw Pact, 1955 -- Communist answer to NATO and West German rearmament

3. Austrian Peace Treaty,1955 -- a sign of hope and example for Germany

C. Cracks in the Communist Wall

1. Yugoslavia establishes "National Communism", 1948

2. Revolt in East Berlin, June 1953 (crushed)

3. Revolt in Poland, October 1956 (successful)

4. Hungarian Revolt, 1956 (brutally crushed)

5. Khrushchev downgrades Stalin, 1956

6. Beginning of Sino-Soviet Split, 1956

D. Crack in the Western Alliance:

Suez Crisis, 1956 -- U.S. denounces action of her allies, Britain and France

E. "Massive Retaliation"-- John Foster Dulles

1. Nuclear arsenal built

2. S.A.C. developed

3. D.E.W. line built

4. Polaris missile submarines built

5. "Brink of War" -- Dulles threatens to make U.S. to war

F. Efforts at peace -- Summit Conferences -- Eisenhower & Khrushchev

1. "Atoms for Peace" Plan, 1953 -- Eisenhower
2. First Summit Conference, July 1955 -- mainly propaganda for the Soviets
3. Khrushchev announces "Peacheful Coexistence", 1956
4. Nuclear Test Moratorium 1958-1961
5. Khrushchev visits U. S., 1960 -- "Spirit of Camp David"
6. Summit Conference of 1960 (after U-2 incident) -- a fiasco

G. The Cold War warms up: Renewed Russian threats

1. USSR puts first Sputnik in orbit, October 1957
2. Khrushchev becomes Premier and acquires full power, March 1958
3. Second Berlin Crisis, November 1958
   --Khrushchev demands end to four-power occupation of Berlin
   --Khrushchev proposes demilitarized "free city"
4. U-2 Incident, May 1960
5. Threat of nuclear blackmail -- "Rocket-Rattling" by Khrushchev -- fear in U.S. of a "missile gap"
6. Nixon stoned during tour of Latin America, 1958
7. Cuban Revolution, January 1959 -- advent of Fidel Castro
8. Russians first to hit moon with rocket, 1959
9. Eisenhower forced to cancel Japanese tour, 1960
10. Khrushchev attacks U.S. at U.N.; demands admission of Red China and reorganization of U.N., September 1960

V. YEARS OF TRIAL AND HOPE: THE KENNEDY ERA, 1961-1963

A. New ideas for peace

1. Peace Corps, 1961

2. Alliance for Progress, March 1961

B. Year of crisis: 1961

1. Laos Crisis, Spring 1961

2. Congo Crisis, 1961

3. The Space Race:

a. Russians put first astronaut into space, April 1916
b. JFK steps up space race; NASA created; Project Appollo begun

4. Disaster: Bay of Pigs, April 1961

5. Summit Conference, June 1961 ("Testing" Kennedy)

a. Kennedy and Khrushchev meet in Vienna
b. Kennedy returns and reports it was "somber" meeting

6. Khrushchev turns the screw: 3rd Berlin Crisis, Summer 1961

a. Khrushchev issues ultimatum on Berlin
b. Kennedy augments combat troop strength, July 1961
c. BERLIN WALL, August 13, 1961
d. Berlin access roads blocked; U.S. challenges -- Soviets back down
e. LBJ sent to Berlin -- a triumph

7. USSR resumes nuclear testing -- Explodes 57 megaton bomb, August 1961

C. A new military policy: "Flexible Response" -- McNamara

1. "Coventional warfare" forces boosted

2. Kennedy increases military budget by $3.2 billion, July 1961

3. Military increased by 300,000 troops

D. The Turning Point: 1962

1. Geneva Conference agreement on Laos, June 1962

2. Balance of nuclear power turns against USSR, summer 1962

3. Showdown: CUBAN MISSILE CRISIS, October 1962 -- the brink of war

4. China attacks India -- U.S. rushes aid to India, October 1962

5. Change in the Western Alliance

   a. JFK outlines concept of Atlantic Partnership in "Declaration of Interdependence", July 1962

   b. Nassau Agreement: Kennedy and MacMillan agree on NATO nuclear fleet, December 1962

   c. De Gaulle begins to balk

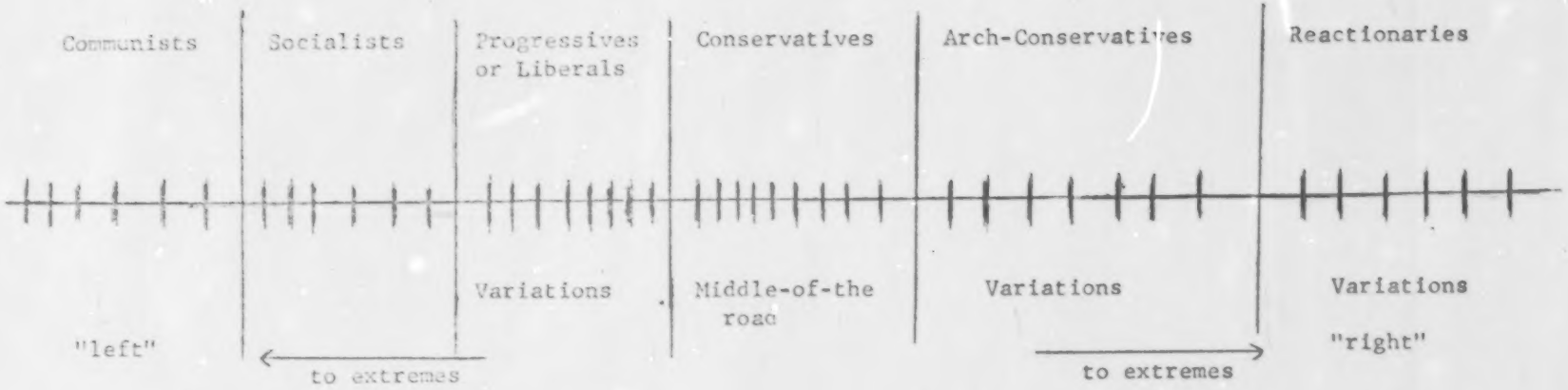
E. Year of Hope: 1963

1. "Ich bin ein Berliner" -- JFK'S triumphal visit to Berlin, June 1963

2. Nuclear Test-Ban Treaty, August 5, 1963

3. JFK authorizes sale of American wheat to USSR, October 1963 -- dramatizes failure of Communist system

DIFFERENCES IN POLITICAL THINKING OF CONSERVATIVES, LIBERALS, REACTIONARIES, ETC - USE OF A MEASURING STICK



PERIODICALS FOR CAREER INFORMATION

1. A.F.L. - C.I.O News
   815 16th Street N.W.
   Washington, D.C. 20006

2. Agricultural Engineering
   2950 Niles Road
   St. Joseph, Michigan 49085

3. American Association of U Professor Bulletin
   1 Dupont Circle
   Washington, D.C. 20036

4. American Aviation - Publications
   1001 Vermont Ave. N.W.
   Washington, D.C. 20005

5. American Beef Producer
   801 East 17th Avenue
   Denver, Colorado 80218

6. American Farm Youth
   113 W. Main Street
   Danville, Illinois 61833

7. American Federalists
   815 16th Street N.W.
   Washington, D.C. 20006

8. American Forests
   919 Seventeenth St. N.W.
   Washington, D.C. 20006

9. American Laundry Digest
   21 W. Huron Street
   Chicago, Illinois 60610

10. American Psycologist
    1200 Seventeenth St. N.W.
    Washington, D.C. 20036

11. American Teacher
    1012 14th Street N.W.
    Washington, D.C. 20005

12. American Translator
    P.O. Box 489, Madison Square Station
    New York, New York 10010

13. American Vegtable Grower
    37841 Euclid Avenue
    Willoughby, Ohio 44094

14. ASTA Travel News
    360 Lexington Avenue
    New York, New York 10017

15. Astronautics and Aeronautics
    1290 Avenue of the Americas
    New York, New York 10019

16. Aviation Week and Space Technician
    330 W. 42nd Street
    New York, New York 10036

17. Bell Telephone Magazine
    195 Broadway
    New York, New York 10007

18. Blast Furnace and Steel Plant
    Steel Publications, Inc.
    624 Grant Bldg.
    Pittsburg, Pennsylvania

19. Bulletin of Atomic Scientists
    935 East 60th Street
    Chicago, Illinois 60637

20. Business Management
    22 West Putnam Avenue
    Greenwich, Conneticut 16830

21. Cartoonist Profilier
P.O. Box 325
Fairfield, Conneticut 06430

22. Chemical and Engineering News
1155 Sixteenth Street N.W.
Washington, D.C. 20006

23. Chemical Engineering
330 West 42nd Street
New York, New York 10036

24. Chemical Engineering Progress
345 East 47th Street
New York, New York 10017

25. Communications Workers of America
1925 K Street, N.W.
Washington, D.C. 20006

26. Consumer Credit Letter
424 Third Street
Burlington, Iowa 52601

27. Consumer Finance News
1000 16th Street N.W.
Washington, D.C. 20036

28. Contractors and Engineers
757 Third Avenue
New York, New York 10017

29. Credit World
375 Jackson Avenue
St. Louis, Missouri 63130

30. Crops and Soils
677 South Segol Road
Madison, Wisconsin 53711

31. Downbeat Magazine
222 West Adams Street
Chicago, Illinois 60606

32. Editor and Publisher
850 3rd Avenue
New York, New York 10022

33. Engineering Mining Journal
330 West 42nd Street
New York, New York 10036

34. Fabric Care
Box 1187
Joliet, Illinois 60434

35. Farm and Power Equipment
2340 Hampton Avenue
St. Louis, Missouri 63139

36. Federal Employee
1729 G Street, N.W.
Washington, D.C. 20506

37. Fleet Management News
300 West Lake Street
Chicago, Illinois

38. Fleet Owner
330 West 42nd Street
New York, New York 10036

39. Flying
1 Park Avenue
New York, New York 10016

40. Food Engineering
56th and Chestnut Streets
Philadelphia, Pennsylvania 19139

41. Future Teachers of American Newsletter
1201 16th Street N.W.
Washington, D.C. 20036

42. Grade Teacher
23 Leroy Avenue
Darien, Conneticut 06820

43. Implement and Tractor
1014 Wyandotte Street
Kansas City, Missouri 64105

44. Independent Petro Monthly
Box 1019
Tulsa, Oklahoma 74101

45. Insurance
232 Madison Avenue
New York, New York 10016

46. Journal of the American Dietetic Association
620 N. Michigan Avenue
Chicago, Illinois 60611

47. Journal of the American Medical Association
535 N. Dearbom Street
Chicago, Illinois 60610

48. Journal of the American Medical Women's Assn.
1740 Broadway
New York, New York 10019

49. Journal of Forestry
1010 16th Street N.W.
Washington, D.C. 20036

50. Journal of Medical Education
25300 Ridge Avenue
Evanston, Illinois 60201

51. Journal of Rehabilitation
1522 K Street N.W.
Washington, D.C. 20005

52. Journal of Secondary Education
1705 Murchison Drive
Burtingame, California 94011

53. Journal of Soil and Water Conservation
838 Fifth Avenue
Des Moines, Iowa 50314

54. Journal of Taxation
125 E. 56th Street
New York, New York 10022

55. Mining Engineering
345 East 47th Street
New York, New York 10017

56. Modern Language Journal
13149 Cannes Drive
St. Louis, Missouri 63141

57. Modern Railroads
5 South Wabash Avenue
Chicago, Illinois 60603

58. National 4-H News
59 East Van Buren Street
Chicago, Illinois 60605

59. National Future Farmer
Future Farmer of America
5630 Mt. Vernon Highway
Alexandria, Virginia 22309

60. National Music Council Bulletin
2109 Broadway
New York, New York 10023

61. National Underwriter
175 West Jackson Blvd.
Chicago, Illinois 60604

62. NEA Journal
1201 16th Street N.W.
Washington, D.C. 20036

63. Nuclear Engineering
111 Broadway
New York, New York 10006

64. Nuclear Science and Engineering
P.O. Box 117
Oak Ridge, Tennessee

65. Oil and Gas Journal
Box 1260
Tulsa, Oklahoma 74101

66. On the Track
1712 Christian Street
Philadelphia, Pennsylvania 19146

67. Parking
1101 17th Street N.W.
Washington, D.C. 20036

68. Personnel
135 West 50th Street
New York, New York 10020

69. Public Relations Journal
845 Third Avenue
New York, New York 10022

70. Public Welfare
1313 East 60th Street
Chicago, Illinois 60637

71. Radio and Television Weekly
145 Sixth Avenue
New York, New York 10003

72. Rehabilitation Counseling Bulletin
1605 New Hamsphire Avenue N.W.
Washington, D.C. 20009

73. Rehabilitation Literature
2023 W. Ogden Avenue
Chicago, Illinois 60612

74. Rehabilitation Record
U.S. Government Printing Office
Washington, D.C. 20402

75. Rehabilitation Review Bulletin
28 East 21st Street
New York, New York 10010

76. Rubber Age
101 West 31st Street
New York, New York 10001

77. Rubber World
630 Third Avenue
New York, New York 10017

78. Social Work
2 Park Avenue
New York, New York 10016

79. Space Aeronautics
205 East 42nd Street
New York, New York 10017

80. Space Age News
825 South Barrington Avenue
Los Angeles, California 90069

81. The Bulletin
500 Fifth Avenue
New York, New York 10036

82. The Butchers Workman
2800 North Sheridan Road
Chicago, Illinois 60614

83. The Packinghouse Worker
608 S. Dearbom Street
Chicago, Illinois 60605

84. The Sanitarian
c/o University of Denver
Denver, Colorado 80210

85. Telephone Engineer and Management
402 West Liberty
Wheaton, Illinois 60187

86. Telephony
608 South Dearbom Street
Chicago, Illinois 60605

87. Translation Ingainer
141 East 44th Street
New York, New York 10017

88. Transport Topics
1616 P Street N.W.
Washington, D.C. 20036

89. Travel Agent
2 West 46th Street
New York, New York 10036

90. Travel Trade
125 East 50th Street
New York, New York 10022

91. Travel Weekly
641 Lexington Avenue
New York, New York 10022

92. United Rubber Worker
87 South High Street
Okron, Ohio 44308

93. Variety
154 West 46th Street
New York, New York 10036

94. Vegetable Grower Messenger
Preston, Maryland 21655

95. Waster Engineering
466 Lexington Avenue
New York, New York 10017

ORGANIZATIONS FOR CAREER INFORMATION

1. Amalgamated Meat Cutter and Butcher
   Workmen of North America
   2800 N. Sheridan Road
   Chicago, Illinois 60614

2. American Angus Association
   3201 Frederick Blvd.
   St. Joseph, Missouri 64506

3. American Assoication of Jr. Colleges
   1315 16th Street N.W.
   Washington, D.C. 20036

4. American Council on Education
   1 Dupont Circle
   Washington, D.C. 20036

5. American Dietetic Association
   620 N. Michigan Avenue
   Chicago, Illinois 60611

6. American Forest Association
   919 17th Street N.W.
   Washington, D.C. 20006

7. American Forest Institute
   1835 K Street N.W.
   Washington, D.C. 20006

8. American Hereford Association
   Hereford Drive
   Kansas City, Missouri 64105

9. American Institute of Management
   125 East 38th Street
   New York, New York 10016

10. American Institute of Nutrition
    9650 Rockville Pike
    Bethesda, Maryland 20014

11. American Iron and Steel Institute
    150 East 24th Street
    New York, New York

12. American Meat Institute
    59 East Van Buren Street
    Chicago, Illinois 60605

13. American Medical Women's Association
    1740 Broadway
    New York, New York 10019

14. American Public Welfare Association
    1313 East 60th Street
    Chicago, Illinois 60637

15. American Rehabilitation Committee
    28 East 21st Street
    New York, New York 10010

16. American Rehabilitation Counseling Association
    1605 New Hampshire Avenue N.W.
    Washington, D.C. 20009

17. American Transportation Association
    P.O. Box 489, Madison Square Station
    New York, New York 10010

18. American Trucking Association, Inc.
    1616 P Street N.W.
    Washington, D.C. 20036

19. Associated General Contractors of America Inc.
    1957 E Street N.W.
    Washington, D.C. 20006

20. Association of American Railroad
    1920 L Street N.W.
    Washington, D.C. 20036

21. Bureau of Employment Security
Department of Labor
Washington, D.C. 20210

22. Farm and Industrial Equipment Institute
410 N. Michigan Avenue
Chicago, Illinois 60611

23. Federal Aviation Adminstration
800 Independent Avenue S.W.
Washington, D.C. 20553

24. Independent Petroleum Association of America
1430 South Boulder
Tulsa, Oklahoma 74101

25. Institution of International Education
809 U. N. Plaza
New York, New York 10017

26. International Consumer Credit Association
375 Jackson Avenue
St. Louis, Missouri 63130

27. Laundry, Dry Cleaning and Dye House Workers
International Union
360 N. Michigan Avenue
Chicago, Illinois 60601

28. Magazine Cartoonist Guide
28 East 22nd Street
New York, New York 10010

29. Mining and Metallurgical Society of America
11 Broadway
New York, New York 10004

30. National Association of Motor Bus Owners
839 17th Street N.W.
Washington, D.C. 20006

31. National Association of Travel Organizations
1100 Connecticut Avenue, N.W.
Washington, D.C. 20036

32. National Consumer Finance Association
1000 16th Street N.W.
Washington, D.C. 20036

33. National Employment Association
2000 K Street N.W.
Washington, D.C. 20006

34. National Foreign Trade Council
10 Rockefeller Plaza
New York, New York 10020

35. National Rehabilitation Association
1522 K Street N.W.
Washington, D.C. 20005

36. National Rehabilitation Counseling Association
1522 K Street
Washington, D.C. 20005

37. Newspaper Comics Council
260 Madison Avenue
New York, New York 10016

38. Oak Ridge Institute of Nuclear Studies
P.O. Box 117
Oak Ridge, Tennessee 37831

39. Pan-American Institute of Mining Engineering
and Geology, United States Section
United States Department of Interior
Washington, D.C. 20242

40. Rehabilitation Services Administration
Department of Health, Education and Welfare
Washington, D.C. 20201

ORGANIZATIONS FOR CAREER INFORMATION

41. Toward a Healthier World: Your Career in Sanitary Engineering
Washington: Government Printing Office, 1964

42. United Fresh Fruit and Vegetable Association
777 14th Street N.W.
Washington, D.C. 20005

43. United States Department of Health Education and Welfare
Office of Education
Washington, D.C. 20202

44. United Packinghouse, Food and Allied Workers
608 South Dearborn Street
Chicago, Illinois 60605

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A Career in Psychology. Washington: American Psychological Assn., 1970.

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Bixby, William. Of Animals and Men. New York: McKay, 1968.

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Careers in Atomic Energy. Oak Ridge, Tennessee: U.S. Atomic Energy. Commission, 1964.

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Careers in Music. (Booklet; 10¢) Washington: Music Educators National Conference, 1965. "Musicians and Music Teachers".

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Career in the Oil Industry. (Pamphlet.) New York: American Petroleum Institute, 1966.

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Coleman, McAlister. Men and Coal. American Labor: From Conspiracy to Collective Bargaining. (Series) New York: Arno, 1969.

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AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Aftermath of World War I	16mm	McGraw-Hill Textfilms	27 min.	B/W
Aftermath of World War II - Proglogue to The Cold War	16mm	McGraw-Hill Textfilms	25 min.	B/W
Age of Kennedy, The Part I & II	16mm	McGraw-Hill Textfilms	52 min.	B/W
America at War - 41-45	16mm	Screen News Digest	17 min.	B/W
America in Orbit	16mm	Castle	10 min.	B/W
America in World War II	FS			
America on The Moon	16mm	Universal Education Visual Arts	9 min.	C
America - The Melting Pot	16mm	Screen News Digest	15 min.	B/W
American History in Sound - World War II	Rec.			
An Uneasy Postwar Period	FS			
Apollo Project, The	16mm	Screen News Digest	13 min.	B/W
Atomic Age and Challenge of Communism	FS			
Auto in America, The	16mm	Screen News Digest	17 min.	B/W
Bank Holiday Crisis of 33, The	16mm	McGraw-Hill Textfilms	27 min.	B/W
Born in Freedom - Col. Drake	16mm	Standard Oil of Calif.	29 min.	C
Caedmon Record Educational Sampler	Rec.			
Cattleman: A Rancher's Story	16mm			
Churchill - Champion of Freedom	16mm	United World	22 min.	B/W
Civil War, The - Postwar Period	16mm	Coronet Films	[illegible] in.	C
Completion of the 1st Transportation Contiental Railroad	16mm	McGraw-Hill Textfilms	27 min.	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Covered Wagon Days	FS			
Cuban Crises, The	16mm	Screen News Digest	16 min.	B/W
Custer: The American Surge Westward	16mm	McGraw-Hill Textfilms	36 min.	C
D. D. Eisenhower	16mm	Screen News Digest	14 min.	B/W
Destination Moon	16mm	Screen News Digest	15 min.	B/W
Death of President Kennedy, The	16mm	Screen News Digest	13 min.	B/W
Democracy in Action	16mm	Screen News Digest	17 min.	B/W
Eighteen Ninety-Eight Part 1 and 2	16mm	McGraw-Hill Textfilms	54 min.	C
Failure of American Neulrality 33-39	16mm	Films, Inc.	17 min.	B/W
FDR - 3rd Term to Pearl Harbor	16mm	McGraw-Hill Textfilms	26 min.	B/W
First 25 Years, The	16mm	Screen News Digest	18 min.	B/W
First World War, The	FS			
Flight of Apollo 7, The	16mm	Screen News Digest	13 min.	C
Flight of Friendship 7	16mm	Screen News Digest	20 min.	B/W
Footnotes of History	Mag. Tape			
Forest Conservation	FS			
Golden Twenties	16mm	McGraw-Hill Textfilms	[illegible] min.	B/W
Great Depression and the New Deal, The	FS			
Guardian at the Gate	16mm	Screen News Digest	14 min.	B/W
Heritage We Guard	16mm	U. W. Government	30 min.	B/W
Highlights of the United Nations-Year 1948	16mm		10 min.	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Highlights of the United Nations - Year 1950	16mm	United Nations Film	10 min.	B/W
Hitler Part 1 and 2	16mm	McGraw-Hill Textfilms	52 min.	B/W
Innocent Year, The Part I and II	16mm	McGraw-Hill Textfilms	54 min.	B/W
Introduction to Vietnam	FS/Rec.			
Jazz Age, The Part I and II	16mm	McGraw-Hill Textfilms	52 min.	B/W
John Nance Garner	FS			
Joseph McCarthy	16mm	McGraw-Hill Textfilms	26 min.	B/W
Land of Immigrants	16mm	Churchill Film	16 min.	C
Life and Times of Teddy Roosevelt	16mm	McGraw-Hill Textfilms	26 min.	B/W
Life in The 30's Part 1 and 2	16mm	McGraw-Hill Textfilms	52 min.	B/W
Lifelive of the Nation	16mm	Texas Education Assn.	20 min.	B/W
L. B. J.	16mm	Screen News Digest	16 min.	B/W
Lyndon B. Johnson	FS			
Mankind and The Atom	16mm	Screen News Digest	16 min.	B/W
Microstates, The	16mm	Screen News Digest	14 min.	B/W
Mission to the Moon	16mm	Screen News Digest	13 min.	B/W
Network to Space	16mm	National Aeronautic and Space Adm.	22 min.	C
New Freedom and World War I	FS			
Newsparade of the Year 1946	16mm	Castle	9 min.	B/W
Newsparade of the Year 1948	16mm	Castle	10 min.	B/W
Newsparade of the Year 1949	16mm	Castle	10 min.	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Newsparade of the Year 1950	16mm	Castle	10 min.	B/W
Not So Long Ago Part 1 and 2	16mm	McGraw-Hill Textfilms	54 min.	B/W
Oil: From Earth to You	FS			
Our Immigrant Heritage	16mm	McGraw-Hill Textfilms	32 min.	C
Outbreak of World War II	FS			
Panama Canal	16mm	Coronet	11 min.	C
Panama Canal	FS			
Pattern for Peace	16mm	British Information Service	15 min.	B/W
People's Charter	16mm	United Nations Films	17 min.	B/W
Petroleum in Today's Living	FS			
Proud Conquest, The - Gemini VII & VI	16mm	Out of Print	27 min.	C
Profile of a President	16mm	Screen News Digest	14 min.	B/W
Railroad Builders, The	16mm	Encyclopedia Britannica Educational Corp.	14 min.	C
Real West, The	16mm	McGraw-Hill Textfilms	54 min.	B/W
Results of the War - League of Nations	FS			
Social Service and the Social Worker	FS			
South Korea	16mm	Screen News Digest	14 min.	B/W
Spanish American War	FS			
Spindletop	16mm	Young America	27 min.	B/W
Spindletop	16mm	Teaching Film Custodians	20 min.	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Stagecoach Westward	16mm	Arthur Barr Assn.	11 min.	C
Story of Teddy Roosevelt	FS			
Story of the Space Age	16mm	Screen News Digest	19 min.	B/W
Tiger Tail, The - Thomas Nast vs Boss Tweed	16mm	Teaching Film Custodians	20 min.	B/W
T-Men of the Treasury Department	16mm	MOT Forum Education	18 min.	B/W
Trail Blayer and Indians	FS			
Twenty-Nine Doom & 30's Depression	16mm	McGraw-Hill Textfilms	14 min.	B/W
Twisted Cross	16mm	McGraw-Hill Textfilms	55 min.	B/W
United Nations in Crisis, The	16mm	Screen News Digest	17 min.	B/W
United Nations Organization for Peace	16mm	Journal	21 min.	B/W
United Nations, The	16mm	Screen News Digest	18 min.	B/W
United States Joins the Allies, The	FS			
Vietnam Report - 1966	16mm	Screen News Digest	12 min.	B/W
Vietnam - Why?	16mm	Screen News Digest	14 min.	B/W
Visting the United Nation Schools	FS			
Walk on The Moon, A	16mm	Screen News Digest	14 min.	B/W
West Berlin - The Struggle for Survival	16mm	Screen News Digest	14 min.	B/W
Wheels a "Rolling"	16mm	Dudley	28 min.	C
White House Story Part 1, 2, & 3	16mm	McGraw-Hill Textfilms	56 min.	B/W
Woodrow Wilson - Spokesman for Tomorrow	16mm	McGraw-Hill Textfilms	27 min.	B/W
World War I	16mm	Encyclopedia Britannica Films	28 min.	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
World War I - The War Years	16mm	Coronet	14 min.	B/W
World War II - Background and Causes	16mm	Coronet	16 min.	B/W
World War II - 1939 - 1941	16mm	Coronet	16 min.	B/W
World War II - 1942 - 1945	16mm	Coronet	16 min.	B/W
Year of Change, The 1932	16mm	Screen News Digest	17 min.	B/W
Year Under Castro, The	16mm	Screen News Digest	13 min.	B/W